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MIDDLEBURY COLLEGE BULLETIN

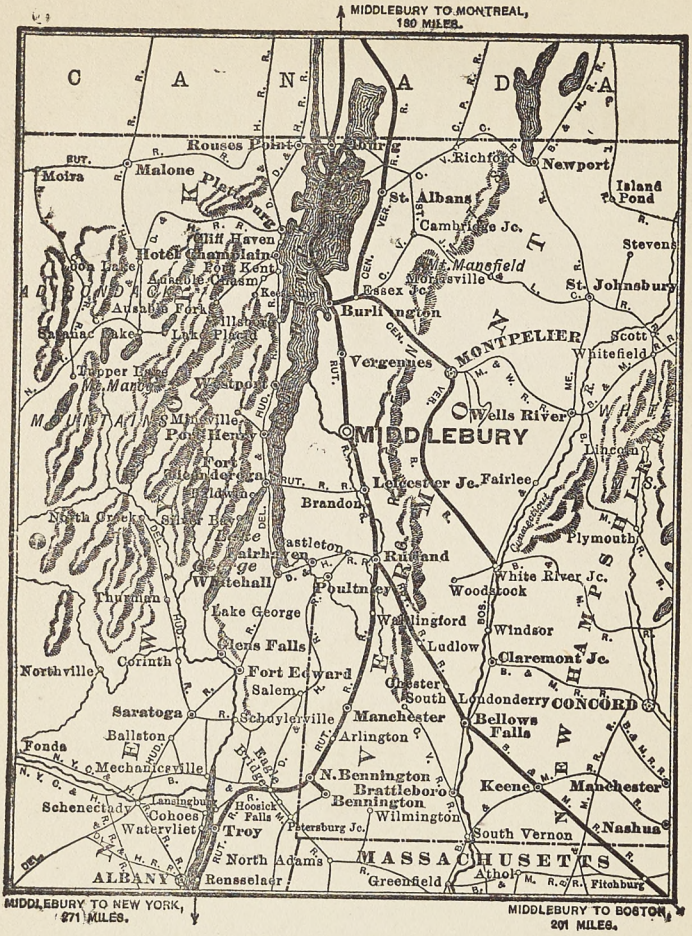
THE CATALOGUE

1918–1919

MIDDLEBURY, VERMONT

PUBLISHED BY THE COLLEGE

SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER
JANUARY, FEBRUARY, APRIL AND JULY



THE CENTRAL COLLEGE OF VERMONT

Equi-distant from the Northern and Southern Boundaries.
Halfway between Vermont's largest Cities.
On the Rutland Railroad.
Through Trains daily each way between New York and Boston and Montreal.
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A Catalogue of Middlebury College

Middlebury, Vermont

One Hundred and Nineteenth Year

1918–1919

Published by the College

1919

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CHARTER

OF MIDDLEBURY COLLEGE

STATE OF VERMONT

Isaac Tichenor Esquire Governor and Commander in Chief in, and over the State of Vermont. To all to whom these Presents shall come Greeting.

KNOW YE, That I the said Isaac Tichenor by virtue of Authority, in me vested, and in pursuance of a certain Act of the Legislature of said State passed the first day of November in the Year of our Lord eighteen hundred, entitled An Act incorporating and establishing a College at Middlebury in the County of Addison—do, by these Presents will, ordain, and grant, that there be, and there hereby is granted, instituted, and established, a College in the Town of Middlebury in the County of Addison in said State;—and that Messrs Jeremiah Atwater, Nathaniel Chipman, Heman Ball, Elijah Payne, Gamaliel Painter, Israel Smith, Stephen R. Bradley, Seth Storrs, Stephen Jacob, Daniel Chipman, Lot Hall, Aaron Leeland, Gershom C. Lyman, Samuel Miller, Jedediah P. Buckingham, and Darius Matthews, shall be an incorporate Society, or Body corporate and politic, and shall hereafter be called and known by the Name of the PRESIDENT AND FELLOWS OF MIDDLEBURY COLLEGE—and that by the same name they and their successors shall, and may have perpetual succession;

and shall and may be persons capable in Law to be impleaded, defend, and be defended; answer and be answered unto; and also to have, take, possess, acquire, purchase, or otherwise receive Lands, tenements, hereditaments, goods, chattels, or estate; to grant, demise, lease, use, manage, or improve for the good and benefit of the said College according to the tenor of the donations.—

And that the President and Fellows, and their successors shall and may hereafter have a common seal, to serve and use for all causes, matters, and affairs of theirs, and their successors, and the same seal to alter, break, and make anew, as they shall think fit.—And I the said Isaac Tichenor do by these presents further will, ordain, constitute, and appoint that the said Jeremiah Atwater be, and he hereby is established the present President; and the said Nathaniel Chipman, Heman Ball, Elijah Payne, Gamaliel Painter, Israel Smith, Stephen R. Bradley, Seth Storrs, Stephen Jacob, Daniel Chipman, Lot Hall, Aaron Leeland, Gershom C. Lyman, Samuel Miller, Jedediah P. Buckingham, and Darius Matthews, shall be, and they are hereby established the present Fellows of the said College; and that they and their successors shall continue in their respective places during life, or until they, or either of them, shall resign, be removed, or displaced, as is hereinafter expressed.—

And I the said Isaac Tichenor do further will, ordain, and grant that there shall be a general meeting of the President and Fellows of the said College, in the said College House, on the first Tuesday of November

annually, or at any other time and place which they shall see cause to appoint, to consult, advise, and act, in and about the affairs and business of said College; and that on any special emergency, the President and two of the Fellows, or any four of the fellows may appoint a meeting of the said College—Provided they give notice thereof to the rest by letters sent and left with them, or at the places of their respective abodes, ten days before such meeting, and that the President and six Fellows, or in case of the death, absence, or incapacity of the President, seven Fellows convened as aforesaid (in which case the eldest Fellow shall preside) shall be deemed a meeting of the President and Fellows of said College; and that in all the said Meetings a major vote of the members present shall be deemed the act of the whole, and when an equi-vote happens, the President shall have a casting vote—That the President and Fellows of the said College, and their successors, in any of their meetings assembled as aforesaid, may, from time, as occasion shall require, elect and appoint a President or Fellows, and also the same remove, from time to time, for any misdemeanor, unfaithfulness, default, or incapacity, six of the said Corporation, at least, concurring therein; and shall have power to appoint a scribe, or register, a treasurer, tutors, professors, steward, and butler, and such other officers, and servants as are usually appointed in Colleges and Universities, as they shall find necessary and think fit to appoint, for promoting good Literature, and well ordering and managing the affairs of said College; and them, or any of them, at their discretion, to remove—And to prescribe and

administer such forms of Oaths, not being contrary to the Constitution and laws of this State, or of the United States, as they shall think proper to be administered, to all those Officers and Instructors of the said College, or to such, and so many of them as they shall think proper, for the faithful execution of their respective places, offices, and trusts.—

And that the said President and Fellows shall have the government, care and management of the said College, and of all matters and affairs thereto belonging; and shall have power from time to time, as occasion may require, to make, ordain, and establish all such wholesome, and reasonable laws, rules, and ordinances, not repugnant to the Constitution, and Laws of this State, or the United States, as they shall think fit and proper, for the instruction and education of the Students, and ordering, governing, ruling, and managing the said College, and all matters, affairs and things thereto belonging; and the same to repeal and alter as they shall think fit, which shall be laid before the LEGISLATURE of this State, as often as required, and may also be repealed or disallowed by the said LEGISLATURE when they shall think proper.—

And that the President of said College with the consent of the Fellows, shall have power to give and confer all such honors, degrees, or licenses, as are usually given in Colleges or Universities, upon such as they shall think worthy thereof.—

And I the said Isaac Tichenor do further will and grant that all the lands and ratable estate, that does, or shall belong to the said College, not exceeding the

yearly value of Two Thousand Dollars, lying in this State; and the persons, families, and estates of the Presidents and Professors, lying and being in the Town of Middlebury, of the value of One Thousand Dollars, to each of said Officers, and the persons of the Tutors, Students, and such and so many of the servants of said College as give their constant attendance on the business of it, shall be freed and exempted from all rates, taxes, military service, working at highways, or other such like duties and services.—

In Testimony whereof I have caused the Public seal of the State of Vermont to be hereunto affixed.

Done at Middlebury this first day of November in the Year of our Lord One Thousand eight hundred, and of the Independence of the United States the twenty fifth.

By His Excellency's Command
Ros. Hopkins
Sec'y. of State ISAAC TICHENOR

THE PRESIDENT AND FELLOWS OF MIDDLEBURY COLLEGE

*Rev. John M. Thomas, d.d., ll.d., President	*Middlebury*
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Ezra Brainerd, d.d., ll.d., sc.d.	*Middlebury*
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Rev. James L. Barton, d.d., ll.d.	*Boston, Mass.*
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James M. Gifford, ll.d.	*New York, N. Y.*
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Percival Wilds, a.b.	*New York, N. Y.*
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Capt. Redfield Proctor, m.s.	*Proctor*
Hall P. McCullough, a.b., ll.b.	*New York, N. Y.*

John A. Fletcher
Secretary and Treasurer

Davis L. Wells
Auditor

*On leave, 1918–19. Acting Presidents: Charles Baker Wright, A.M., Litt.D., Oct. 1–Nov. 6; Edward Day Collins, Ph.D., Nov. 6–April 6.

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Ezra Brainerd
John A. Fletcher
John E. Weeks
Frank C. Partridge
Frank L. Fish

FINANCE COMMITTEE

A. Barton Hepburn
James M. Gifford
William H. Porter
Frank C. Partridge
Herbert K. Twitchell

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Acting President, October 1–November 6

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Baldwin Professor of Physics

WILLIAM SARGENT BURRAGE, PH.D.
Professor of the Greek Language and Literature

EDWARD DAY COLLINS, PH.D.
Professor of Pedagogy
Acting President, November 7–

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Professor of German

VERNON CHARLES HARRINGTON, L.H.D.
Boardman Professor of Philosophy

DUANE LEROY ROBINSON, A.M.
Morton Professor of French

* On leave.

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Jermain Professor of Government and Law

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Instructor in Chemistry

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Instructor in Chemistry

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Superintendent of Buildings and Grounds

MRS. WILLIAM MILLS
Manager of the Women's Halls

MRS. MAUD O. MASON
Matron of Hepburn Hall

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Wright, Bryant, Collins, Lawrence, Bonney, Wiley

CURRICULUM

Collins, Howard, Skillings, Swett, Voter

ADMISSION

Cady, Robinson, Wiley, Miss Ross, Haller

GRADUATE WORK

Sanford, Robinson, McFarland, White, Stevens

LIBRARY

Abbott, Burrage, Miss Graham, Mills, Haller

ATHLETICS

Swett, Bonney, Voter, Brown

STUDENT LIFE

Lawrence, Harrington, Wiley, Miss Ross, Hathaway

STUDENT RESIDENCES

Perkins, Bryant, Robinson, Davis, Ryland

CONFERENCE WITH TRUSTEES

Collins, Wright, Bryant

WAR SERVICE

Sanford, Wright, Miss Ross, Skillings, Lawrence, Davison, Haller

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Rev. Howard A. Bridgman, d.d.	*Boston, Mass.*
Rev. Henry H. Crane, s.t.b.	*Newton, Mass.*
Rev. Timothy P. Frost, d.d., ll.d.	*Bradford*
Rev. Charles H. Hamlin	*Amherst, Mass.*
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Pres. John M. Thomas, d.d., ll.d.	*Middlebury*
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Pres. Mary E. Woolley, litt.d., l.h.d., ll.d.	*So. Hadley, Mass.*

ADMISSION

PREPARATION FOR COLLEGE

IT is the desire of Middlebury College to relate its work to that of high schools and academies by offering admission, as far as possible, to students who have completed in a creditable manner a four years' course of study in a good secondary school. The College does not wish to dictate what studies shall be pursued in high school, and in the matter of admission credits will deal fairly with any subject which principals, teachers, and governing boards of secondary schools think most useful for their pupils. For certain courses, however, certain subjects are prerequisites to work of college grade, and these are specified in the following sections.

While no general counsel can take the place of the advice of a principal who knows the student, it may be said that thorough training in the use of good English is indispensable in any high school course. Algebra, Geometry, a certain amount of scientific training, and at least one foreign language are essential to a preparatory scientific course. A preparatory classical course must contain Latin, and may well include Greek. Although Greek may be begun in College, the loss to the student who does not offer it for admission is greater than is often imagined, and the student who would devote special attention to literature, history, or philosophy is advised to fit himself in the language which is at the root of all modern culture.

METHODS OF ADMISSION

ADMISSION to College may be gained by either of two methods:

1. *By Certificate:*

a. Students in New England from schools upon the approved list of the New England College Entrance Certificate Board will be admitted on certificate of their high school principals. No total certification for less than seven points will be considered, but the seven points need not all be from one school. Blank certificates will be mailed to principals upon application.

Schools not upon the approved list of the Certificate Board, but meeting its requirements in respect to curriculum, teaching staff, and equipment, may, for the purpose of showing their standard of certification, send one or more students on certificate, if arrangements for so doing are concluded with the Board before April 1. Inquiries on this subject may be addressed to Dean Frank W. Nicolson, Secretary of the Board, Wesleyan University, Middletown, Ct.

b. Students outside of New England from schools upon the approved lists in their respective states will be admitted on the same basis as those from approved schools in New England.

c. Students who have taken the examinations of the College Entrance Examination Board may present certificates from the Board and will be given credit for all courses in which they have attained 60 per cent, the passing grade of the College. All applications for the Board examinations, which will be held June 6–21, 1919, must be addressed to the Secretary of the College Entrance Examination Board, 431 West 117th St., New York, and must be

made upon a blank form to be obtained from the Secretary of the Board, for examinations at points in the United States on or east of the Mississippi River. The examination fee is $5.

d. Students who have passed the examinations of the Board of Regents of the State of New York will be credited upon certificate for all such courses.

2. *By Examination:*

These examinations are of two kinds:

Method I. This method can be used only by students who desire to make up deficiences due to partial certification.

Method II. Students using this method may be admitted after successfully passing examinations in certain assigned subjects. Regulations concerning both these methods are given in the following pages. Examinations are held at Middlebury in June and September. It is also possible to take the examinations in June under the supervision of the candidate's high school principal. Inquiries concerning the examinations should be made by men of the Dean and by women of the Dean of women.

REQUIREMENTS FOR ADMISSION

DEFINITION OF ADMISSION POINTS

LATIN: Two, three or four points.

In general, that proficiency in the subject is required which results from a study of Latin in a systematic course of five lessons a week for four school years.

Grammar and Composition. The requirement is that there shall be in memory a vocabulary of the prose authors

which have been read in the school, a masterful knowledge of the inflections, including the common irregular forms, and such familiarity with the rules of syntax as shall enable the candidate to write simple Latin prose. The proficiency expected is such as is gained by continual exercises in prose composition during all the years of preparation.

The authors and amounts to be carefully studied in the class-room are as follows: Caesar: *Gallic War*, Books I–IV; or connected readings from Caesar: *Gallic War*, *Civil War*, and Nepos: *Lives*, not less in amount than Caesar: *Gallic War*, Books I–IV.

Cicero: *Orations against Catiline*, *Poet Archias*, and the *Manilian Law;* or connected readings from Cicero: *Orations*, *Letters*, *De Senectute*, and Sallust: *Catiline*, *Jugurthine War*, not less in amount than the four *Orations against Catiline*, *Poet Archias*, and the *Manilian Law*.

Vergil: *Aeneid*, Books I–VI; or Vergil: *Aeneid*, Books I, II, IV, or VI, and 2500 additional verses of any work of either Vergil or Ovid.

The examination will contain (1) passages for translation from the authors suggested above; (2) sight passages suited to the proficiency resultant from the reading of authors indicated above; (3) questions on forms, syntax, literature, history, and prosody of the passages. Special importance will attach to the candidate's ability to deal intelligently with forms and syntax.

In the preparatory work, too much emphasis cannot be placed on accurate and continued reading of the Latin, on the thorough memorizing of a few attractive passages of text, and on constant drill at the board in composition and syntax, especially such as finds illustration in the passages memorized.

For the convenience of candidates the examination may be divided into Preliminary and Final, to be taken in successive years.

GREEK: Two or three points.

The examination in Greek presupposes a three years' course of five exercises a week. It may be divided between two successive years. The authors set for examination are Xenophon: *Anabasis*, Books I–IV; Homer: *Iliad*, Books I–III, omitting the Catalogue.

The examination in Homer and Xenophon will contain also sight passages from both these authors, and questions on prosody, literature, history, and antiquities. There will also be an examination in Grammar and Composition, testing the candidate's knowledge of meanings, forms, and syntax and his ability to write detached sentences. This examination will be based on a passage taken from somewhere in the second book of the *Anabasis*, and presupposes daily drill continued through two years.

GERMAN: Two or three points.

Examinations will include a practical test on oral and aural training; schools certifying candidates for admission will be required to state in the certificate whether the candidate has had proper training of this kind, and the attention of teachers is specially called to this requirement. By oral and aural training is meant that the candidate has been constantly trained in pronunciation, dictation, and free reproduction (at first in English and later in German) of German anecdotes read aloud by the teacher. No credit will be given for certificates of admission covering a shorter course than that prescribed in the Elementary requirement as stated below, except to candidates offering four years of Latin and three of Greek.

I. ELEMENTARY: *Two points.*

The Elementary requirement embraces a systematic course of four or five periods a week, extending over two school years.

During the first year the work should comprise: (1) careful and continuous training in oral and aural elements, including drill in pronunciation, writing German from dictation, reproducing in English German anecdotes read aloud by the teacher, simple questions and answers on the reading-matter; (2) memorizing and frequent repetition of common idiomatic expressions; (3) drill upon inflection of adjectives with nouns, of pronouns, weak verbs, and the more common strong verbs; upon word order and the use of the modal auxiliaries and the more common prepositions; (4) the reading of 75 to 100 pages of easy prose, with constant practice in retroversion (the teacher translating a sentence from a review passage into English and the pupil turning it back into the exact German of the text) and in translating into German easy variations of sentences selected from the reading lesson (the teacher giving the English).

During the second year the work should comprise: (1) the reading of 150 to 200 pages of easy prose, it being recommended that none of the classic drama be read in the second year; (2) continuation of the oral and aural training of the first year; (3) accompanying practice in retroversion and free reproduction, and translation into German of easy variations of short and easy selected passages; (4) continued drill upon the rudiments of grammar.

II. INTERMEDIATE: *One point.*

The Intermediate requirement calls for a third year's work, which should comprise, in addition to the Elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice, as in the Elementary course, in oral and aural elements, and in giving paraphrases or reproductions from memory of selected portions of the reading-matter; also grammatical drill upon the less usual strong verbs, use of articles, cases, auxiliaries of all kinds, tenses, and modes (with special reference to the

infinitive and subjunctive), and likewise upon word order and word formation.

By the end of the third year the student should be able to dispense, for the most part, with translating into English.

For suggestions as to good reading-matter for both the Elementary and the Intermediate course, the *Report of the Committee of Twelve* (D. C. Heath and Co., Boston) is recommended.

FRENCH: Two or three points.

Examinations will include a practical test in oral and aural training; schools certifying candidates for admission will be required to state on the certificate whether the candidate has had proper training of this kind, and the attention of teachers is specially called to this requirement. By oral and aural training is meant that the candidate has been constantly trained in pronunciation, dictation, and the free reproduction (at first in English and later in French) of anecdotes read aloud in French by the teacher. No credit will be given for certificates of admission covering a shorter course than that prescribed in the Elementary course as stated below, except to candidates offering four years of Latin and three years of Greek.

ELEMENTARY: *Two points.*

The Elementary requirement embraces a systematic course of four or five periods a week, extending over two school years. During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, and the elementary rules of syntax, with constant drill upon exercises illustrating these principles; (3) the reading of at least 100 pages of graduated texts, with constant practice in writing in French easy sentences based on the texts read, and in free reproduction; (4) simple conversation, and the writing of French prose from dictation.

The work of the second year should include: (1) the reading of at least 200 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, and in the writing of sentences illustrative of syntactical principles; (6) conversation, and the answering in French by the student of questions based on the text read; (7) retroversion and original composition.

INTERMEDIATE: *One point.*

The Intermediate requirement implies a systematic course of four or five periods a week, extending over a third school year. The work should comprise: (1) the reading of at least 400 pages of French of ordinary difficulty; (2) constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; (3) the study of a grammar of moderate completeness; (4) writing from dictation; (5) a continuation of the drill of the previous years in oral and aural training. During this year French should be, as far as possible, the language of the class-room, and by the close of the year students should be able to read intelligently, without translation, ordinary French prose or poetry.

SPANISH: Two points.

Examinations will include a practical test on oral and aural training; schools certifying candidates for admission will be required to state in the certificate whether the candidate has had proper training of this kind, and the attention of teachers is specially called to this requirement. By oral and aural training is meant that the

candidate has been constantly trained in pronunciation, dictation, and free reproduction (at first in English and later in Spanish) of Spanish anecdotes read aloud by the teacher. No credit will be given for certificates of admission covering a shorter course than that prescribed in the requirement as stated below, except to candidates offering four years of Latin and three of Greek.

The requirement embraces a systematic course of four or five periods a week, extending over two school years. During the first year the work should comprise: (1) accurate pronunciation and (2) the ability to read at sight easy prose and to put into Spanish simple English sentences; (3) the rudiments of grammar, involving the common verb forms and the simpler uses of modes; the use of articles, pronouns, common adverbs, prepositions and conjunctions, word order; (4) the preparation should include, beside the mastery of a good elementary textbook, the reading of 100–150 pages of easy Spanish; (5) simple conversation, and the writing of Spanish prose from dictation.

During the second year the work should comprise: (1) additional reading of from 200–250 pages of prose and verse of ordinary difficulty; (2) continued drill in oral and written translations into Spanish of variations of the text read, and (3) in oral translation and writing of Spanish from dictation; (4) continued drill on the essentials of grammar: all but the rare irregular verb forms should be mastered and also the uses of the modes and tenses; (5) composition as suggested above, supplementing exercises illustrative of the grammatical principles studied; (6) conversation.

ENGLISH: Three points. The requirements recommended by the Commission of Colleges in New England on Admission Examinations.

A. Reading

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections* are to be made, except as otherwise provided under Group I.

I. Classics in Translation. The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther. The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII. The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI. The *Aeneid*. (The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.)

For any selection from the above group a selection from any other group may be substituted.

II. Drama. Shakespeare: *Midsummer Night's Dream. Merchant of Venice. As You Like It. Twelfth Night. The Tempest. Romeo and Juliet. King John. Richard II. Richard III. Henry V. Coriolanus. Julius Caesar.*† *Macbeth.*† *Hamlet.*†

III. Prose Fiction. Malory: *Morte d'Arthur* (about 100 pages). Bunyan: *Pilgrim's Progress*, Part I. Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag). Defoe: *Robinson Crusoe*, Part I. Goldsmith: *Vicar of Wakefield.* Frances Burney: *Evelina.* Scott's Novels: any *one.* Jane Austen's Novels: any *one.* Maria Edgeworth: *Castle Rackrent* or *The Absentee.* Dickens's Novels: any *one.* Thackeray's Novels: any *one.* George Eliot's Novels: any *one.* Mrs. Gaskell: *Cranford.* Kingsley: *Westward Ho!* or *Hereward, the Wake.* Reade: *The Cloister and the Hearth.* Blackmore: *Lorna Doone.* Hughes: *Tom Brown's School Days.* Stevenson: *Treasure Island, Kidnapped,* or *The Master of Ballantrae.* Cooper's Novels: any *one.* Poe: *Selected Tales.* Hawthorne: *The House of the Seven Gables, Twice*

* Each selection is set off by periods. † If not chosen for study under B.

Told Tales, or *Mosses from an Old Manse*. A collection of *Short Stories* by various standard writers.

IV. Essays, Biography, etc. Addison and Steele: *The Sir Roger de Coverley Papers*, or selections from *The Tatler* and *The Spectator* (about 200 pages). Boswell: Selections from the *Life of Johnson* (about 200 pages). Franklin: *Autobiography*. Irving: Selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*. Southey: *Life of Nelson*. Lamb: Selections from the *Essays of Elia* (about 100 pages). Lockhart: Selections from the *Life of Scott* (about 200 pages). Thackeray: Lectures on *Swift*, *Addison*, and *Steele* in the *English Humourists*. Macaulay: any *one* of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederick the Great*, *Madame d'Arblay*. Trevelyan: Selections from the *Life of Macaulay* (about 200 pages). Ruskin: *Sesame and Lilies* or *Selections* (about 150 pages). Dana: *Two Years before the Mast*. Lincoln: *Selections*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln. Parkman: *The Oregon Trail*. Thoreau: *Walden*. Lowell: *Selected Essays* (about 150 pages). Holmes: *The Autocrat of the Breakfast Table*. Stevenson: *An Inland Voyage* and *Travels with a Donkey*. Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk. A collection of *Essays* by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers. A collection of *Letters* by various standard writers.

V. Poetry. Palgrave: *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns. Palgrave: *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B). Goldsmith: *The Traveller* and *The Deserted Village*.

Pope: *The Rape of the Lock.* A collection of English and Scottish *Ballads:* as, for example, some *Robin Hood* ballads, *The Battle of Otterburn, King Estmere, Young Beichan, Bewick and Grahame, Sir Patrick Spens,* and a selection from later ballads. Coleridge: *The Ancient Mariner, Christabel,* and *Kubla Khan.* Byron: *Childe Harold,* Canto III or IV, and *The Prisoner of Chillon.* Scott: *The Lady of the Lake* or *Marmion.* Macaulay: *The Lays of Ancient Rome, The Battle of Naseby, The Armada,* and *Ivry.* Tennyson: *The Princess,* or *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur.* Browning: *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—,"* and *Instans Tyrannus.* Arnold: *Sohrab and Rustum* and *The Forsaken Merman.* Selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

B. STUDY

One selection to be made from each group.

I. DRAMA. Shakespeare: *Julius Caesar, Macbeth, Hamlet.*

II. POETRY. Milton: *L'Allegro, Il Penseroso,* and either *Comus* or *Lycidas.* Tennyson: *The Coming of Arthur, The Holy Grail,* and *The Passing of Arthur.* The selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

III. ORATORY. Burke: *Speech on Conciliation with America.* Macaulay's *Speech on Copyright* and Lincoln's *Speech at Cooper Union.* Washington's *Farewell Address* and Webster's *First Bunker Hill Oration.*

IV. ESSAYS. Carlyle: *Essay on Burns,* with a selection from Burns's *Poems.* Macaulay: *Life of Johnson.* Emerson: *Essay on Manners.*

HISTORY:

1. Greek History: *One-half point.*

The history of Greece to the death of Alexander.

2. Roman History: *One-half point.*

The history of Rome through the reigns of the Antonines.

3. Medieval European History: *One-half point, or one point.*

To the fall of Constantinople.

4. Modern European History: *One-half point, or one point.*

From the fall of Constantinople.

5. English History: *One-half point, or one point.*

6. American History: *One-half point, or one point.*

Preparation in History will be given credit upon the basis of time devoted to each branch of the subject, rather than upon the amount of ground covered. The training in History should require comparison and the use of judgment on the pupil's part, rather than the mere exercise of memory. Good text-books, collateral reading, practice in writing, and accurate geographical knowledge are essential.

CIVICS: One-half point.

A half-year's study in the principles, methods, and usages of American government.

ECONOMICS: One-half point.

A high school course in Economics should run throughout the year, five periods a week. No absolute standard can be named as regards content. The course should emphasize the fundamental principles, avoiding the controversial

features of the theory, and give as much attention as possible to the concrete facts of the business world.

MATHEMATICS:

a. ALGEBRA: *One and one-half points.*

(1) To Quadratics: *One point.*

The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions, ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including the fractional and negative.

(2) Quadratic Equations, Binomial Theorem, and Progressions: *One-half point.*

Simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations. Problems depending upon quadratic equations. The binomial theorem for positive integral exponents. The formulas for the *n*th term and the sum of the terms of arithmetic and geometric progressions, with applications.

b. PLANE GEOMETRY: *One point.*

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. The solution of numerous original exercises, including loci problems. Application to the mensuration of line and plane surfaces.

c. Solid Geometry: *One-half point.*

The usual theorems and constructions of good text-books, including the relations of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle. The solution of numerous original exercises, including loci problems. Application to the mensuration of surfaces and solids.

d. Logarithms and Plane Trigonometry: *One-half point.*

(1) Definitions of the functions of an acute angle; relations between these functions; proof of identities and solution of equations based upon these relations. Solution of right triangles by the use of logarithms; application to practical problems.

(2) Definitions and periodicity of the functions of any angle.

(3) Derivation of the formulas for the functions of A + B, 2A, and $\frac{1}{2}$A. Application of these formulas in proving identities and solving equations. Inverse functions.

(4) Derivation of the Laws of Sines, Cosines, and Tangents. Solution of oblique triangles by the use of logarithms.

PHYSICS: One point.

Preparation in Physics should include:

(1) The study of at least one standard text-book, supplemented by the use of many and varied numerical problems, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in Elementary Physics.

(2) Instruction, by lecture-table demonstrations, upon the general principles involved in the pupil's laboratory investigations.

(3) Individual laboratory work, comprising at least thirty-five exercises. Every candidate must present as a

part of the examination a note-book, certified by the teacher, and containing in the candidate's own language a description of his laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw correct conclusions. Students who have not had the individual laboratory work may receive credit for one-half point.

CHEMISTRY: One point.

The preparation in Chemistry should include individual laboratory work, comprising at least forty exercises selected from a list of sixty or more; instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations; the study of at least one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of Elementary Chemistry. Students who have not had the individual laboratory work may receive credit for one-half point.

BOTANY: One-half point.

A half-year's text-book study of the morphology and physiology of seed and seedling, stem, root, leaf, flower, and fruit, together with the preparation of a note-book containing accurate laboratory studies on the morphology of the above organs.

PHYSIOLOGY: One-half point.

The preparation in Physiology should include a study of the nature of foods and their history in the body; the essential facts of digestion, absorption, circulation, secretion, excretion, and respiration; the motor, nervous, and sensory functions; and the structure of the various organs by which

these operations are performed. A note-book with careful outline drawings of the chief structures studied anatomically, together with explanations of these drawings, and the study of a good text-book are essential.

ZOÖLOGY: One-half point.

A half-year's work in general natural history of common animal types; physiology of types studied and comparison of processes of animals and plants; classification of animals into phyla and leading classes, and the great characteristics of these groups; preparation of a note-book containing accurate laboratory studies of types, such as protozoan, sponge, hydra, worm, clam, insect, frog.

PHYSICAL GEOGRAPHY, OR PHYSIOGRAPHY: One-half point.

One-half year in the study of a good modern text-book, together with weekly laboratory and field exercises.

ASTRONOMY: One-half point.

A half-year's work, including the following among the chief topics: *The Celestial Sphere:* designation of the directions of a heavenly body. *The Earth:* its axial rotation; time, latitude, longitude; its orbital revolution; precession, aberration, the seasons, equation of time, the calendar. *The Moon:* its axial rotation, orbital motion, librations, phases, surface features, physical condition; lunar and solar eclipses. *The Sun:* its rotation, physical characteristics, light, and heat. *The Planets:* apparent and real motions, individual characteristics. *The Law of Gravitation:* its control of the solar system; the tides. *Comets and Meteors:* their nature and motions. *The Stars:* designation, classification by constellations; motions, distance, brightness; variables. *Stellar Systems:* clusters, nebulae; the stellar universe, cosmogony.

FREE–HAND DRAWING: One point.

A full year's work in drawing should include simple geometrical plane and solid figures, the simple pieces of machinery, with a fair knowledge of the rules of perspective and light and shade as applied in free-hand sketching. The student should complete at least twenty drawings.

MECHANICAL DRAWING: One point.

At least eighty hours should be presented for credit in Mechanical Drawing. The work should cover the use of the instruments, simple geometrical drawings, projection drawings of solids and simple machine parts (or its equivalent), penciling, and inking. It is desirable that the applicant should have some instruction in lettering and proper dimensioning. He should be able to read simple drawings. Plates must be presented to show the ground covered and the quality of the work. These should be certified by the instructor.

CERTIFICATION AND EXAMINATION METHOD I

For admission to either course by certificate, or by certificate and Examination Method I, fourteen points, or admission credits, are necessary. A point is a preparatory subject pursued one year with five recitation periods a week. Ten points in each course are required; the remaining four may, at the discretion of the Admission Committee, be made up from any subjects taken in the preparatory school. There can be no substitutions for the required subjects. These are indicated below.

REQUIRED POINTS

FOR THE A.B. COURSE		FOR THE B.S. COURSE	
Latin	4	English	3
English	3	Latin, Greek, German, French, or Spanish	2
Algebra	1	Algebra	1
Geometry	1	Geometry	1
History	1	History	1
		Science	2

The requirement in history may be met by one point from the following list:

Greek History	½	Modern European History	½ or 1
Roman History	½	English History	½ or 1
Medieval European History	½ or 1	American History	½ or 1
		Civics	½

The science requirement may be met by two points from the following list:

Physics	1	Physical Geography	½
Chemistry	1	Astronomy	½
Botany	½	Advanced Algebra	½
Physiology	½	Solid Geometry	½
Zoölogy	½	Plane Trigonometry	½

Greek may be substituted for Latin in the A.B. requirement.

OPTIONAL POINTS

Optional points may be chosen from any of the subjects in the lists above which may not have been used in determining the required points presented by the candidate. In addition any other subject in the candidate's course may, at the discretion of the Admission Committee, be used in determining optional points.

EXAMINATION METHOD II

To be admitted under this plan, a candidate

1. Must present evidence of an approved school course satisfactorily completed; and
2. Must show in four examinations as explained below that his scholarship is of satisfactory quality.

SCHOOL RECORD

A candidate must present to the Committee on Admission evidence of his secondary school work in the form of an official detailed statement showing

(*a*) The subjects studied by him and the ground covered;
(*b*) The amount of time devoted to each;
(*c*) The quality of his work in each subject.

To be approved, this statement must show

(*a*) That the candidate has satisfactorily completed a four-year secondary school course;

(*b*) That his course has been concerned chiefly with languages, science, mathematics, and history;

(*c*) That two of the studies of his school programme have been pursued beyond their elementary stages, *i.e.*, to the stage required by the present advanced examinations of Middlebury College.

THE EXAMINATIONS

If the official detailed statement presented by the candidate shows that he has satisfactorily completed an approved secondary school course, he may present himself for examination in four subjects, as follows:

(*a*) English;

(*b*) Latin or Greek; or, for a candidate for the B.S. degree, two years of Latin, French, German, or Spanish;

(*c*) Mathematics, or Physics, or Chemistry;

(*d*) Any subject, not already selected under (*b*) or (*c*), from the following list: Greek, French, German, Spanish, History, Latin, Mathematics, Physics, Chemistry.

INSTRUCTIONS TO THOSE DESIRING TO BE ADMITTED UNDER METHOD II

All candidates unable to present certification for seven or more points must use this method of entrance. Candidates who have taken advanced work in any subject in which they are examined must answer from the questions on the paper a certain number drawn from this advanced work. For instance, candidates who have had three years of French will

be expected to answer the questions in the advanced section of the paper. Each person who examines papers of any candidate will be furnished with a copy of the candidate's school record, and will return to the Admission Committee, with the candidate's paper, a judgment upon it in which the school record is taken into account.

Under this plan no entrance conditions can be incurred; either the candidate will be admitted without conditions, or he will be refused admittance. His total record must clearly show that he is a desirable student. No subject will be counted by itself; the basis of admission is the work as a whole. If the candidate is refused admission, he cannot be credited with certain examinations and allowed to complete the record at some future time. Subsequent application for admission will involve the repetition of all the examinations.

ENTRANCE CONDITIONS

STUDENTS entering by certificate, or by certificate and Examination Method I, may matriculate conditioned three points. Two of these may be required points provided they are in different subjects; but no conditions will be allowed in required subjects in which the candidate has no preparatory school record. Under Examination Method II, as already stated, entrance conditions cannot be incurred.

Entrance conditions may be removed by any of the following methods:

a. By examination. The regular entrance examinations of June and September furnish convenient opportunities for those wishing to avail themselves of this method.

b. By work in the Summer Session, if the necessary courses are given.

c. By an average of 80 per cent in all the work of either semester of the Freshman year, which will remove entrance conditions not exceeding two points for each semester, provided that the student's grade in no subject falls below 70 per cent.

d. By taking extra subjects in the second semester, in accordance with the rules.

e. By the operation of the following rule: Entrance conditions remaining at the opening of a student's second year will be canceled by deducting three credits from his college record for each unit or fraction thereof; but this shall not be construed as prejudicing any work that he may have done toward satisfying major and minor requirements, or in meeting his prescribed courses. After the opening of his second year, no student may take any examination to remove entrance conditions.

Detailed information for each student as to the time for removing entrance conditions, and the subjects available, may be obtained from the Admission Committee.

GENERAL DIRECTIONS

Applications for admission may be made upon forms furnished by the Deans. Men should apply to the Dean and women to the Dean of Women. After applications have been received, the necessary blanks for admission by certificate or for application for

examination by Method II will be sent out. Certificates are always sent to the principal of the school; other blanks are sent to the candidate. It will not be necessary for those who desire to combine admission by certificate and by Examination Method I to file a separate application for examination, except as the Admission Committee shall request.

ADMISSION

TO ADVANCED STANDING

A CANDIDATE for admission to advanced standing who comes from an approved institution of collegiate rank may receive credit, without examination, for work done at such institution, if he presents a detailed statement of his previous work. This statement should include a full list of preparatory subjects accepted for admission by the institution previously attended, and also a list of the subjects taken there for which credit has been attained. A letter of honorable dismissal from the institution last attended must also be presented.

Every other candidate for admission to advanced standing must first satisfy the entrance requirements of the course which he desires to enter. He may then request of the Registrar, at the time he registers, that he be given an examination for college credit in any subject of the Freshman year. If he passes such an examination with a grade of 75 per cent, credit will be allowed for the course toward either degree. A student who passes any

subject in this manner will be required to carry the normal number of recitations a week from the studies open to election by his class. Such students, not coming from other colleges, will be required to pay a fee of $5 if admitted to the Sophomore class, or $10 if admitted to higher rank.

COLLEGE CURRICULUM

BACCALAUREATE DEGREE [1]

MIDDLEBURY COLLEGE confers the degrees of Bachelor of Arts and Bachelor of Science in accordance with the following regulations:

Every candidate for the degree of Bachelor of Arts shall before graduation complete a major in either Group One or Group Two, a minor in each of the two groups in which he does not major, one year of English, and two years of Greek or Latin.

Every candidate for the degree of Bachelor of Science shall before graduation complete a major in either Group Two or Group Three, a minor in each of the two groups in which he does not major, one year of English, and two years of Mathematics.[2]

ORGANIZATION OF COURSES

IN explanation of these requirements, it should be noted that the courses of instruction offered by Middlebury College are organized in twenty-one departments. These departments are arranged in three *Groups*, as shown in the following table:

[1] The regulations governing the attainment of the degrees of Master of Arts and Master of Science, will be found elsewhere in the catalogue.

[2] A B. S. student may substitute Physics 1–2 or Biology 1–2 for the second year of the athematics requirement.

Group One	*Group Two*	*Group Three*
English	Economics	Biology
German	Fine Arts	Chemistry
Greek	History	Drawing and Surveying
Latin	Music	Geology
Romance Languages	Pedagogy	Home Economics
	Philosophy	Mathematics
	Physical Education	Military Science and Tactics
	Political Science	Physics

Most of the courses of instruction offered in the various departments are lettered A, B, or C. These letters refer to the evaluation of the courses so lettered in completing the *major* and *minor* requirements: admission to courses of advanced grade is gained only by completing one or more appropriate courses of more elementary grade which are designated *prerequisites.*

FRESHMAN YEAR

EVERY candidate for the degree of Bachelor of Arts is required to begin his classical requirement for graduation in the Freshman year. This is Latin 1–2, or Greek 1–2, or Greek 13–14. Every candidate for the degree of Bachelor of Science is required to take Mathematics 1–2 in the Freshman year. All Freshmen must complete the requirement of fifteen hours a week by electing from the courses open to their class. The introductory courses in all departments are now open to Freshmen, save in Economics, Fine Arts, Political Science, and Physical Education. Freshmen who give evidence by special

examination that they are qualified to enter courses of higher grade in any department open to them are admitted to such courses.

MAJORS AND MINORS

Upon the completion of his Freshman year, each student determines in a general way the subjects of study which he intends to pursue during the remainder of his college course. The fields which have a special interest for him he indicates by registering his choice of *one major* and *two minors* to be completed before he graduates.

A major may be defined as a subject which a student elects to pursue in college through six lettered courses (18 hours) of one department, of which not more than two courses may be of A grade and not less than two shall be of C grade. A few courses may be counted toward fulfilling requirements in either of two departments. These are specified in the descriptions of such courses.

A minor consists of a subject which a student elects to pursue in college through four lettered courses (12 hours) of one department, of which not more than two courses may be of A grade. Lettered courses that have been taken in the Freshman year may be counted toward fulfilling major and minor requirements.

DISTRIBUTION OF WORK

While the selection of major and minor subjects enables each student to concentrate his attention

upon those fields which have particular interest for him sufficiently to secure in them a higher degree of attainment than in others in which specialization does not proceed so far, he should be equally solicitous of securing in his college course as a whole a sufficient distribution of electives to obtain for himself that variety of interests and breadth of view that graduation from a college of liberal arts implies.

To aid the student in accomplishing this purpose a distribution requirement is operative which makes it necessary for each student to complete before graduation not less than six courses in each of the three groups and does not permit him to count toward a baccalaureate degree more than twenty courses (one-half of his entire course) in any one group. This regulation, however, does not restrict qualified students from taking extra courses in a group, either for honors or to apply towards a Master's degree.

FREE ELECTIVES

The major and minor requirements involve less than one-half of the total number of credits required for graduation and permit the student, therefore, a wide range of free electives. The remaining credits necessary for graduation may be obtained by completing any of the courses, within the limits of the distribution rule, which are described as open to election by the class of which a student is a member. With a few exceptions, all courses are open to election by two classes and a large number may be elected by three classes. A few courses are un-

lettered: these may be chosen as free electives in the years designated and will be counted for credits toward graduation like other courses, but may not be counted toward fulfilling major and minor requirements except by special permission of the Curriculum Committee. Before registering, a student should consult carefully the hours at which the different courses are scheduled to recite. No change of studies will be allowed during the first week of class-room work except by permission of the Adviser. After the first week of class-room work, no change may be made except by permission of the Administration Committee and the instructors involved, and upon payment of a fee of $1.00.

ADVISERS

To give students that individual assistance which is necessary to a wise selection of courses, and to prevent errors, all elections made by students must be endorsed by an Adviser. This must be done before the Registrar will issue Admission Cards to the courses. The Dean of Women acts as Adviser for women and the Dean acts as Adviser for men. Assistants to each are appointed by these officers as needed.

RECITATION REQUIREMENTS

The student's work in Middlebury College is estimated in terms of hours and credits. An hour in this connection means one period of class work per week for one semester. Laboratory courses require

double periods but are rated in hours the same as recitation courses. The normal number of courses of study required of each student is five.[1] The circumstances under which more or less than this number may be taken are explained in the rules. All courses, unless otherwise stated, are conducted three hours a week, so that the customary amount of class-room work required is fifteen recitation hours a week, exclusive of preparation.

While the amount of time required for thorough preparation will differ in different studies and for different students, it may profitably be observed as a general working rule that every student should allow two hours of time for the preparation of each hour of recitation, except in laboratory courses, and that the best results of collegiate training cannot be expected from less.

REQUIREMENTS FOR GRADUATION

When satisfactorily completed, each hour of recitation a week for each semester counts one credit toward graduation. One hundred and twenty credits of appropriately selected work exclusive of that required by the Department of Physical Education for Freshmen, must be completed for the attainment of either the degree of Bachelor of Arts or that of Bachelor of Science.

THE following courses must be included in the credits required for graduation: for every student one year's work in English. Every candidate for the degree of

[1] In the case of students beginning modern language this is reduced to four, since beginners' courses in the languages recite six instead of three times per week.

Bachelor of Arts must also complete two years of Latin or Greek, and every candidate for the degree of Bachelor of Science must complete two years of Mathematics.[1] The degrees of A.B. and B.S. are conferred *cum laude* upon those who have attained an average rank in the entire course of 85–90 per cent; *magna cum laude*, if it is 90–95 per cent; *summa cum laude*, if it is 95 per cent or above.

HEALTH MEASURES

In order to assist students in establishing right habits of living, with the proper distribution of time for work, play, and rest, the physical directors for men and women give each student a careful examination upon admission to college, and prescribe such outdoor sports and indoor gymnasium work as are necessary to meet the needs of each individual case. Corrective exercises are prescribed when needed. The importance to the student of laying a sound physical foundation during the years of the college course cannot be over-estimated, and the college reserves the right to ask the withdrawal of any student whose physical condition is unfit. The attendance of Freshmen is required at such lectures on personal hygiene as may be announced by the directors of physical education.

[1] Except that any B.S. student may substitute Physics 1–2 or Biology 1–2 for the second year of the Mathematics requirement.

REGISTRATION

EVERY student is required to register his election of courses before the beginning of each semester at dates which are announced in advance. Upon the payment of his semester bills, he receives admittance cards to the courses elected. No student will be received in any recitation until he presents to the instructor in charge a card from the Registrar admitting him to that course.

ADVANCED STANDING

STUDENTS who have gained credits toward admission to college in any study which is offered in the curriculum will ordinarily be required to elect some other study in its place. This may be an advanced course in the same department or a course in some other department. A Freshman who is admitted to college without conditions may request of the Registrar, at the time he registers, that he be given an examination for college credit in any subject of the Freshman year. If he passes such an examination with a grade of 75 per cent, credit will be allowed for the course toward either degree. A student who passes any subject in this manner will be required to carry the normal number of recitations a week from the studies open to election by his class.

A student satisfying his instructor of his fitness to do so, may take a qualifying examination in any subject of the Freshman year, which, if passed, will

be accepted as prerequisite to the succeeding course, but will not entitle him to college credit for the examination so passed. But an examination in Mathematics so passed will apply toward meeting the mathematical requirement for a degree.

DEPARTMENTS AND COURSES OF INSTRUCTION

INSTRUCTION in all departments is open to the students of the Women's College, on equal terms with the men, under the same conditions of election, and with the same requirements for graduation.

Each course, unless otherwise specified, meets three times a week. The Arabic numerals preceding the courses indicate the registration number of the courses in 1918–19. The Roman numerals in parentheses after the registration number indicate the term during which the course was offered. A hyphen between Roman numerals signifies that the course was continued in the second term of the two terms indicated. The capital letter following the title of a course indicates the grade of that course.

Unlettered courses cannot be counted toward the completion of majors and minors except by special permission of the Curriculum Committee. Prerequisite courses are shown in parentheses. A hyphen between two course numbers signifies that both are prerequisite. Bracketed courses are not given in the current year. Not more than two courses in one department may be taken at the same time except by permission of the Administration Committee.

BIBLE STUDY

Professor HARRINGTON

See History 15–16.

BIOLOGY

Professor Mills

1 (I) Introductory Zoölogy. A

A presentation of the general principles of biology from the viewpoint of animal structure. The plan of study includes protoplasm as fundamental living substance; the cell; the phenomena of growth and differentiation as illustrated by selected types of unicellular and multicellular animals. Lectures, recitations, selected readings, and the study of typical forms in the laboratory.

Laboratory fee, $5. Freshmen and Sophomores.

2 (II) Introductory Botany. A

An introduction to the study of biology from the viewpoint of plant structure. Lectures, recitations, and laboratory study of types illustrating the growth and differentiation of plants.

Laboratory fee, $5. Freshmen and Sophomores.

3 (I–II) Cryptogamic Botany. B

A survey of the principal groups of the non-flowering plants. While the course is fundamentally systematic, special attention is given the Algae and Fungi, especially the latter, in their relation to plant diseases. The course includes a discussion of the evolution of plants, in lectures and recitations, and laboratory examination of typical members of this division of the plant kingdom. (Biol. 1 or 2.)

Laboratory fee, $5 for each term. Sophomores, Juniors, and Seniors.

4 (III) PHANEROGAMIC BOTANY. B

The object of this course is to familiarize the student with the morphological characters on which the analysis and determination of the flowering plants is based. Recitations, laboratory study of the principal facts concerning the structure of the higher plants, and analysis of typical plants with the aid of Gray's Manual. (Biol. 2.)

Laboratory fee, $5. All classes.

5 (I) INVERTEBRATE ZOÖLOGY. B

The principal types of the invertebrate animals, including an investigation of their structure, habits, and relationships. Lectures, recitations, and laboratory examination of typical representatives of the group. (Biol. 1 or 2.)

Laboratory fee, $5. Sophomores, Juniors, and Seniors.

6 (III) VERTEBRATE ZOÖLOGY. B

The plan outlined for Biology 5 is applied, in Biology 6, to the study of the vertebrate animals. These courses are especially recommended for students who plan to teach, to enter medicine, or to pursue further studies in the subject. (Biol. 1.)

Laboratory fee, $5. All classes.

[7. ADVANCED PHYSIOLOGY. C]

Lectures, recitations, and laboratory work, with special emphasis on the latter. This course will consist of the study of the physiology of muscle and nerve, circulation, respiration, digestion and secretion, excretion, reproduction, nutrition, and heat production and regulation. It is designed for those who wish to teach, or to study medicine, psychology, and dietetics. The course alternates with 9. (Biol. 5–6; Physics 1–2; Chem. 9, at least simultaneously.)

Laboratory fee, $5. Juniors and Seniors.

8 (III) BACTERIOLOGY. C

Principles of bacteriology, methods employed in the study of bacteria, and the relation of the subject to sanitary science and household economics. The work includes lectures, recitations, and practical exercises in the making of culture media, quantitative and qualitative methods for the examination of air, soil, water, and milk, and the isolation and identification of specific forms. This course alternates with 10. (Biol. 1 or 2.)

Laboratory fee, $5. *All classes.*

[9. EMBRYOLOGY. C]

An introduction to the principal forms of embryology, and to methods of embryological study. Discussions concerning the origin of the generative cells, the phenomena of maturation and fertilization and their relation to the problems of heredity, the origin of the germ layers, and the rise of the different organic systems of the body. The development of a chick and a mammal is studied in the laboratory, with exercises in the preparation of embryonic material for observation. This course alternates with 7. (Biol. 6 or 7.)

Laboratory fee, $5. *Juniors and Seniors.*

10 (II) ENTOMOLOGY. C

An introduction to the study of insects, their classification, structure, habits, and life histories. Particular attention is paid to their economic importance. The work consists of recitations, assigned readings, and study in the laboratory and field of representatives of the different classes of insects. (Permission of instructor.)

Laboratory fee, $5. *Juniors and Seniors.*

11 (I–II) Plant Histology and Microscopical Technique. C

Principles and methods of killing, fixing, imbedding, sectioning, staining, mounting, drawing, reconstructing, and use of microscope. (Biol. 2 and 3 or 2 and 4.)

Laboratory fee, $5 for each term. Sophomores, Juniors, and Seniors.

12 (II) Genetics. C

Theories of organic evolution; the principles of variation, selection, and heredity; the material basis of heredity; Mendelian inheritance and the application of its principles in animal and plant breeding and eugenics. Lectures, recitations, and assigned readings. (Permission of instructor.)

CHEMISTRY

[1] Professor McGilton
Professor Voter
Assistant Professor Davis
Mr. Lyon
Mr. Howard

1 (I, II), 2 (II–III, III) General Chemistry. A

Introduction to the fundamental principles of general chemistry with the preparation and study of the elements and their more common compounds. Elementary qualitative analysis. This course is intended to meet the requirements of a thorough foundation in the subject and to furnish a broad and general survey of the science

[1] On leave of absence.

of chemistry for those who do not intend to pursue the subject further. Lectures and laboratory work.

Laboratory fee, $10 and breakage for the year. Freshmen and Sophomores. Professor VOTER, Mr. LYON, and Mr. HOWARD.

3 (I), 4 (II–III) QUALITATIVE ANALYSIS. B

Laboratory work in basic and acid analysis with discussions of the principles involved. Lectures on the applications of theoretical chemistry to qualitative analysis. Complete analysis of unknown solutions and solids, including minerals and alloys. (Chem. 1–2.)

Laboratory fee, $12 and breakage for the year. Sophomores, and Juniors. Assistant Professor DAVIS and Mr. LYON.

5 (I), 6 (II–III) QUANTITATIVE ANALYSIS. C

Lectures and laboratory work on general methods of quantitative chemistry. The use of the chemical balance; accuracy of measurement, and stoichiometric problems; gravimetric analyses, and complete analysis of a carbonate rock; the making of standard solutions; standardization of glass apparatus, and uses of various indicators in volumetric analysis; technical analysis of commercial products, and elementary experiments in electro-analysis. (Chem. 3–4.)

Laboratory fee, $10 and breakage for the year. Juniors and Seniors. Professor VOTER.

[7, 8. INDUSTRIAL CHEMISTRY. C]

Lectures on the principal chemical industries, such as fuels, acids, coal tar, dyes, etc., to study the chemical reactions and apparatus used on a commercial scale.

This course alternates with Chem. 13–14. (Chem. 5–6, 9–10.)

Laboratory fee, $4 for the year. Juniors and Seniors. Professor VOTER.

9 (I), 10 (II–III) DESCRIPTIVE ORGANIC CHEMISTRY. C

Lectures on the carbon compounds of the aliphatic series. The methods of synthesis, chemical properties, structure, industrial application, and physiological action of the more important members of the different series are studied in detail. (Chem. 3–4 at least simultaneously.)

Laboratory fee, $6 for the year. Sophomores, Juniors, and Seniors. Assistant Professor DAVIS.

11 (I), 12 (II–III) ADVANCED ORGANIC CHEMISTRY AND ORGANIC PREPARATIONS. C.

Lectures on the carbon compounds of the aromatic series. Laboratory work illustrating the principal synthetic methods of organic chemistry. Ultimate analysis of organic compounds. (Chem. 9–10.)

Laboratory fee, $10 and breakage for the year. Juniors and Seniors. Assistant Professor DAVIS.

14 (II–III) THEORETICAL AND PHYSICAL CHEMISTRY. C

Lectures and reading. Historical development of chemical theory, stoichiometry, and the application of physico-chemical principles to industrial and laboratory practice. This course alternates with Chem. 7–8. (Chem. 3–4.)

Sophomores, Juniors, and Seniors. Professor VOTER.

DRAWING AND SURVEYING

Professor SWETT

1 (I, II), 2 (II–III, III) MECHANICAL DRAWING. A

Lettering; applied geometry; orthographic projection; developed surfaces and intersections; pictorial representation; working drawings; technical sketching; tracing and blueprinting.

Instrument fee, $4 for the year. Freshmen and Sophomores.

3 (II), 4 (III) DESCRIPTIVE GEOMETRY. B

Problems relating to lines and planes; to single curved, double curved, and warped surfaces; intersection of solids. (Permission of instructor.)

Instrument fee, $4 for the year. Sophomores, Juniors, and Seniors.

[3a, 4a. MECHANISM, GEARING, AND MECHANICAL ENGINEERING DRAWING. B]

Motions and forms of various mechanisms occurring in machines; gear-teeth and the design of valve gears for steam engines. The drawing supplements the work in Mechanism and Gearing and continues the study of working drawings given in 2. (D. and S. 2.)

Instrument fee, $4 for the year. Sophomores, Juniors, and Seniors.

5 (II) SURVEYING AND TOPOGRAPHY. B

Lectures, field work and drafting. Use, adjustment, and care of instruments; surveying methods; computations; plotting; topographical drawing; military map making

and sketching. (D. and S. 2, or first term S. A. T. C. Topography and Map Making, and Math. 2.)

Instrument fee, $2 for the year. Sophomores, Juniors, and Seniors.

6 (III) SURVEYING AND TOPOGRAPHY. B

A continuation of 5. (Permission of instructor.)

Instrument fee, $2 for the year.

[7, 8. ADVANCED SURVEYING. C]

Methods of topographic and geodetic surveying; mathematics of curves, with application to highways and railroads. (D. and S. 5–6.)

Instrument fee, $2 for the year. Juniors and Seniors.

NOTE. Students who expect to take a course in a school of technology after graduation should consult the head of this department in regard to their election of subjects.

ECONOMICS

Professor STEVENS

1 (I, II) PRINCIPLES OF ECONOMICS. A

An introductory course giving a systematic survey of the general field of economics. The fundamental theories and some of their more important applications are discussed.

Sophomores, Juniors, and Seniors.

2 (II) PRINCIPLES OF ECONOMICS. B

A continuation of 1 (I).

Sophomores, Juniors, and Seniors.

1 (III) PRINCIPLES OF ECONOMICS. B

A continuation of 1 (II). (Ec. 1.)

Sophomores, Juniors, and Seniors.

2 (III) MODERN ECONOMIC PROBLEMS. B

A continuation of 2 (II). (Ec. 1–2.)
Sophomores, Juniors, and Seniors.

[3. MONEY, CREDIT AND BANKING. B]

Functions of money; money system of the United States; money and prices; functions of the bank; domestic and foreign exchange; bank supervision; foreign banking systems; the Federal Reserve System; present banking problems. (Ec. 1.)
Sophomores, Juniors, and Seniors.

6 (II–III) PROBLEMS OF LABOR IN RECONSTRUCTION. B

Women and child labor; immigration; unemployment; labor organizations; agencies of industrial peace; industrial education; self-government in industry. (Ec. 1 or 7.)
Sophomores, Juniors, and Seniors.

7 (I) SOCIOLOGY. A

Basis of society; social evolution; social institutions; social control; social progress; modern social problems.
Sophomores, Juniors, and Seniors.

8 (II) SOCIOLOGY. B

A continuation of 7.
Sophomores, Juniors, and Seniors.

8 (III) SOCIAL PROBLEMS. B

A continuation of 8 (II). (Ec. 1 or 7 or 8.)
Sophomores, Juniors, and Seniors.

[10. COMMUNITY ORGANIZATION. B]

The social and economic facts underlying the organized community; coördination of local agencies; the church,

school, government, and local societies functioning co-operatively in community life; community ideals. (Ec. 1 or 7.)

[12. Public Finance. B]

Theory of finance; nature of governmental receipts and expenditures; nature of a budget; taxation and its problems; governmental credit; war loans; administration of a public debt; public domain and public industries. (Ec. 1.)

ENGLISH

Professor Wright
Professor Cady
Professor Harrington
Assistant Professor Davison
Professor Skillings
Dr. Strout

1 (I–II), 2 (III) Composition. A

A laboratory and lecture course, based on a series of problems illustrative of the principles of unity, coherence, and emphasis.

Freshmen. Professor Cady.

1a (II), 2a (III) Composition. A

Weekly themes with criticism; recitations in grammar and rhetoric.

Freshmen not taking English 1–2. Dr. Strout.

3 (I–II), 4 (III) History of English Literature. A

A rapid treatment of the successive phases of English literary development, from the beginning to the present

time. The leading factors of English history are also discussed whenever they are necessary to an adequate understanding of the subject.

Freshmen, Sophomores, and Juniors. Professor CADY.

3a (II), 4a (III) HISTORY OF ENGLISH LITERATURE. A

Lectures, reading, and recitations. Occasional themes about books and writers.

Freshmen, Sophomores, and Juniors not taking English 3–4. Dr. STROUT.

5 (I) ORAL ENGLISH. B

A study of the principles of the adequate and effective expression of ideas before an audience, together with practice in the application of these principles.

All classes. Assistant Professor DAVISON and Professor HARRINGTON.

7 (I) THE PRINCIPLES OF RHETORIC. B

A systematic study of the principles of rhetoric, with practice in writing.

Sophomores and Juniors. Assistant Professor DAVISON and Professor SKILLINGS.

9 (I–II) SHAKESPEARE. B

A study of the fundamental facts of Shakespeare's life and art as illustrated in a selected number of the plays. (Eng. 3 or 4.)

Juniors and Seniors. Professor CADY.

10 (III) SHAKESPEARE. B

A continuation of 9.

Sophomores, Juniors, and Seniors. Professor CADY.

11 (II), 12 (III) THE MODERN DRAMA. C

A treatment of the various phases of dramatic development characteristic of the drama of to-day, based upon the reading of typical dramas. (Eng. 9 or 10.)

Juniors and Seniors. Professor CADY.

13 (I–II) AMERICAN LITERATURE. C

A treatment of the successive phases of American literary development. (Eng. 3–4.)

Juniors and Seniors. Professor HARRINGTON.

15 (I–II) NINETEENTH CENTURY POETRY. C

A detailed study of the major poets of the period. The course is continuous throughout the year, but a student may take either 15 or 16 without taking the other. (Eng. 3 or 4.)

Juniors and Seniors. Professor WRIGHT and Professor HARRINGTON.

16 (III) NINETEENTH CENTURY POETRY. C

A continuation of 15.

Juniors and Seniors. Professor HARRINGTON.

19 (II), 20 (III) CONTEMPORARY LITERATURE. C

Lectures on contemporary writers and readings from their works; essays, biography, the short story, novels, poetry. (Eng. 3 or 4.)

Juniors and Seniors. Dr. STROUT.

[23. THE PRINCIPLES OF LITERARY CRITICISM. C]

A detailed study of the nature of literature and of its intellectual, emotional, and formal elements. (Eng. 3 or 4.)

Juniors and Seniors. Professor WRIGHT.

[24. The Qualities of Style. C]

An advanced course in composition, in which practice in writing is coupled with a study of the principles of style as they have been critically expounded.

Juniors and Seniors. Professor Wright.

Note. The courses here outlined are those offered in 1918–19. Some of them alternate from year to year with other courses: as, Nineteenth Century Poetry with Nineteenth Century Prose, and the Principles of Literary Criticism with the Principles of Poetics.

FINE ARTS

Professor Sanford
Professor Burrage

1 (I) Greek Art

Instruction is given by lectures and stereopticon talks, supplemented by extensive reading on the student's part. Written tests come every two weeks. The art and civilization of Assyria, Egypt, and other nations whose work had a formative influence on the Greeks are treated extensively by way of introduction to Greek Art proper.

Juniors and Seniors. Professor Burrage.

2 (II) Masterpieces of Greek Sculpture. Roman and Medieval Art.

Sculpture in the Fifth and Fourth centuries B.C. Hellenistic art. Vases and vase painting. The buildings and statuary of Ancient Rome and its colonies; an outline story of architecture, sculpture, and painting through the early Christian, Byzantine, and Romanesque periods.

Juniors and Seniors. Professor Burrage and Professor Sanford.

2 (III) MEDIEVAL AND MODERN ART.

The Gothic and Italian Renaissance movements, including the period of Raphael and Michael Angelo. Outline history of modern architecture, sculpture, and painting. The illustrations are by photographs and lantern slides.

Juniors and Seniors. Professor Sanford.

NOTE. These courses were conducted for a number of years in connection with the work of the Greek and Latin Departments. The Department of Fine Arts, of which they are now a part, concerns itself at present with historical development.

GEOLOGY

Professor SWETT

3 (II) GENERAL GEOLOGY.

Dynamic and structural geology. The application of geology to economic problems such as mining, building materials, and road making. Lectures and laboratory work.

Sophomores, Juniors, and Seniors.

3 (III) GENERAL GEOLOGY.

A continuation of 3.

All classes.

NOTE. Owing to war conditions no other courses in the Department of Geology were offered in 1918–19.

GERMAN

Professor SKILLINGS

[1a, 2a. BEGINNERS' GERMAN. A]

Essentials of phonetics, drill in pronunciation and in comprehending the spoken language; elements of grammar; memorizing of idioms and poems; dictation; reading of

simple prose. Six hours a week. These courses may be elected as two of the courses required of Freshmen, and count six points each toward the A.B. or B.S. degree.

3 (I), 4 (II–III) Intermediate German. A

Rapid review of grammar; phonetics; sight reading; conversation; free reproduction and composition based on the texts read; reading and memorizing of poems; memorizing of idioms; grammar drill; outside reading. (Germ. 1a-2a, or two years of preparatory school German.)

[5, 6. Modern German Prose. B]

Rapid reading in prose of varied style and subject-matter, designed to aid students in acquiring a large working vocabulary. Steady practice in the fundamentals of grammar; outside reading. (Germ. 3–4, or three years of preparatory school German.)

7 (I), 8 (II–III) The Classic Period. B

In the first term, Schiller is the center of study; in the second term, Lessing; in the third term, Goethe; advanced syntax; practice in writing and speaking; outside reading. (Germ. 3–4, or three years of preparatory school German.)

9 (I) Goethe. C

A study of Goethe's development and influence, based on his selected works; outside reading in his works not read in class. (Germ. 8.)

[10. A Survey of German Literature to the Classic Writers. C]

A course designed to give a comprehensive knowledge of the great movements and the leading ideas in German

literature from the beginnings till Goethe; outside reading. (Germ. 8.)

[11, 12. Nineteenth Century Literature. C]

A study of the chief literary movements in Germany in the last century, together with the reading of representative plays, novels, and verse. Outside reading. (Germ. 8.)

16 (II–III) Goethe's Faust. C

A study of the genesis, subject-matter, and purposes of Goethe's masterpiece. Parts I and II. Outside reading in the Faust theme. (Germ. 8.)

17 (III) Speaking and Writing German. C

Designed to train students to speak and write correct German. Systematic practice in phonetics; outside reading. Those preparing to teach German should elect these courses. (Any B course.)

GREEK

Professor Burrage

1 (I) Colson's Greek Reader, and the Gospel of Mark. B

(Greek 13–14, or its equivalent.)
Freshmen and Sophomores.

2 (II) The Gospel of Mark; Homer's Odyssey — Book I. B

In the *Odyssey*, the ethical import is kept carefully in view, and the conditions of the life described in the poem are illustrated by a consideration of archeological discoveries. (Greek 1.)
Freshmen and Sophomores.

2 (III) HOMER. B

Homer's Odyssey — Books IX, XIV, XXI, and XXII. (Greek 2 (II).)
Freshmen and Sophomores.

3 (I) EURIPIDES: IPHIGENIA AMONG THE TAURIANS. C

Lectures are given on the origin, history, and purpose of the drama. (Greek 1 and 2.)
Sophomores and Juniors.

4 (II) LYRIC POETS; XENOPHON'S MEMORABILIA. C.

(Greek 3.)
Sophomores and Juniors.

4 (III) PLATO'S APOLOGY. C

(Greek 1.)
Sophomores and Juniors.

[5. SOPHOCLES AND AESCHYLUS. C]

The *Oedipus Tyrannus* and *Electra* of Sophocles; the *Prometheus* and *Persians* of Aeschylus. (Greek 3.)
Juniors and Seniors.

6 (II–III) ARISTOPHANES. C

The *Clouds* and *Birds*. (Greek 3.)
Juniors and Seniors.

[7. PLATO'S REPUBLIC. C]

(Greek 3–4.)
Juniors and Seniors.

[8. Aristotle's Ethics. C]

Courses 7 and 8 alternate with 5 and 6. They afford students of philosophy and ethics a chance to read in the original tongue the two masterpieces of the two greatest minds of antiquity. The charm of the *Republic* as literature will receive special emphasis. (Greek 7.)

Juniors and Seniors.

[9. The Anabasis and the Iliad. C]

For students who plan to teach Greek. Familiarity with the style of Xenophon and Homer is promoted by copious reading. Careful distinction is made between the essentials and the non-essentials of the language and an attempt is made to construct such a teaching scheme as will save the pupil's time and maintain his interest. The leading text-books are compared and criticised. Methods of teaching vocabulary, grammar, reading at sight, and translation are discussed. This course may be counted toward a major in Pedagogy. (Two years of College Greek.)

Juniors and Seniors.

[10. The Greek Drama in Translation.]

This course requires no knowledge of Greek. It lays a foundation for the study of the modern drama. The plays read either have value of their own or have exercised an influence on later writers.

Juniors and Seniors.

13 (I), 14 (II–III) Beginners' Greek. A

A course for those who wish to begin Greek in college. The course should fit the student to take up the regular Freshman Greek the following year.

All classes.

HISTORY

Professor Lawrence
Assistant Professor Ryland
Assistant Professor White
Professor Harrington

1 (I), 2 (II–III) Medieval and Modern European History. A

A general survey of European History from the fourth century to the present, tracing briefly the great changes during the Middle Ages, and considering more thoroughly those movements in modern times which have produced the Europe of to-day. History 1 and 2 are prerequisites for other courses in History; hence they should preferably be taken in Freshman year. They are especially recommended to all who expect to work in Economics, Political Science, Modern Language, Ethics, or Pedagogy.

Freshmen and Sophomores. Assistant Professor Ryland.

3 (I), 4 (II–III) Political History of the United States. B

A general survey of the History of the United States from the period of discovery to the present time. Introductory to the more advanced courses in American History. (Hist. 1–2.)

Sophomores and Juniors. Assistant Professor Ryland.

[5, 6. General English History. B]

From the Saxon Conquest to the present time. Emphasis is laid upon social, economic, and constitutional factors, and upon the international relations leading up to the War of 1914. (Hist. 1–2.)

Juniors and Seniors.

7 (I–II) EUROPE SINCE 1848. B

The rise of democracy and nationalism. Social factors in recent European History. National imperialism and the diplomacy that ended in the War of 1914. (Hist. 1–2.)

Sophomores and Juniors. Professor LAWRENCE.

[8. SOCIAL HISTORY OF EUROPE, 1750–1917. C]

This course will trace the welfare of the ordinary member of society as affected by changes in politics, legislation, industry, and reform, during and since the Industrial Revolution and the French Revolution. Special attention will be given to the increasing employment of government agencies in order to secure equality of opportunity for all classes. (One B course.)

Professor LAWRENCE.

9 (I), 10 (II–III) THE UNITED STATES SINCE THE CIVIL WAR. C

A careful survey of the later History of the United States. An analysis of economic and industrial progress and territorial expansion before the Civil War, followed by a study of Reconstruction and of the principal features of the New Era in American life, and concluding with a study of contemporary problems and conditions. (Hist. 3–4.)

Juniors and Seniors. Assistant Professor RYLAND.

12 (II–III) INDIVIDUAL INVESTIGATION. C

In this course the student discovers and solves his own problems with the aid of suggestions from the instructor. Limited to those who have shown special ability in other history courses. (Two C courses; average of 80; special approval of the instructor.)

Professor LAWRENCE.

13 (III) The Study and Teaching of History. C

Methods and the philosophy of history for advanced students and prospective teachers. The nature and essential elements of history; relation of history to other subjects; forms of historical materials; methods of criticising and using sources; bibliography; working libraries; source-books; text-book criticism; maps, charts, and other aids; elementary and advanced phases of historical study; the organization of historical knowledge. This course may be counted toward a major in Pedagogy. (Two B courses.)

Juniors and Seniors. Professor Lawrence.

14 (III) Ancient History. B

A survey of the development of ancient civilization, with special emphasis on the History of Greece and Rome. Much attention is paid to the use of sources, as being of extreme importance in supplying the proper view-point and stimulus, especially to those who are to teach Ancient History in high schools.

Sophomores and Juniors. Assistant Professor White.

15 (II) The Old Testament Prophets. B

The study will be pursued with special reference to the part which the prophets had in the national life of the Hebrew people and in the development of the Hebrew religion. (Hist. 1–2.)

Juniors and Seniors. Professor Harrington.

16 (III) The Beginnings of Christianity. B

An inquiry into the origin and development of the Christian religion as shown in the New Testament. The study will follow the development of the Church up to the time of Constantine and the Council of Nicea.

All classes. Professor Harrington.

17 (II), 18. (III) EUROPE AND ITS DEPENDENCIES SINCE 1815. A

A rapid and elementary survey of the past century in Europe. This course gives prominence to the history of England. It includes a study of international relations and the expansion of Europe into Asia and Africa, paying special attention to the development of China and Japan. In 1918 the first term's work in this course was given to S. A. T. C. men only, its title being War Aims.

Freshmen, Sophomores, and Juniors. Professor LAWRENCE.

HOME ECONOMICS

Assistant Professor GRAHAM
Miss DUTTON

1 (I), 2 (II–III) FOOD: ITS SELECTION AND PREPARATION. A

Classification, composition, and function of foods; principles involved in application of heat to food constituents; various processes applied in the preparation of foods; emphasis on war-time cookery; simple meal preparation and serving. Recitations, lectures, and laboratory work.

Laboratory fee, $5. Freshmen, Sophomores, and Juniors. Miss DUTTON.

3 (I), 4 (II–III) NUTRITION AND FOOD ECONOMY. B

Preservation of food; nutritive value and place in the diet of foods; comparative costs; processes of preparation; advanced study of cookery with special emphasis on war-time problems; planning, preparation, serving, and cost of meals. (H. E. 1–2, Chem. 1–2.)

Laboratory fee, $5. Sophomores, Juniors, and Seniors. Miss DUTTON.

5 (I), 6 (II–III) SEWING AND TEXTILES. B

The fundamental stitches; use of commercial patterns; hand and machine sewing applied to simple garments. In the second and third terms the history and processes of textile manufactures are taken up, with a study of the quality and cost of materials.

Laboratory fee, $1. *Sophomores, Juniors, and Seniors.* Assistant Professor GRAHAM.

7 (II) HOUSEHOLD ADMINISTRATION. A

Woman's place in the home and the community; buying, arrangement and storing of general household supplies; care of the house; domestic service; labor saving devices; division of income and accounting. (H. E. 1.)

Freshmen, Sophomores, and Juniors. Miss DUTTON.

8 (III) DIETETICS. C

Principles of nutrition; chemistry and physiology of digestion; dietary standards; diets under different conditions; children's diets; school lunches; invalid cookery; detailed work in preparation and cost of balanced meals. (H. E. 3, Biol. 1 or 8.)

Laboratory fee, $5. *Juniors and Seniors.* Miss DUTTON.

9 (I–II) METHODS. C

Methods of teaching Home Economics; planning courses of study; making lesson plans; studies in equipment; practice work in teaching high-school classes. This course may be counted toward a major in Pedagogy. (Permission of instructor.)

Juniors and Seniors. Assistant Professor GRAHAM.

10 (II–III) MILLINERY. B

Construction and covering of hat frames; the preparation of trimming; the use and renovating of old materials;

study of color, shape, and trimmings as to suitability, becomingness, and income; practice in making children's hats; spring and fall hats. (H. E. 5.)

Laboratory fee, $1 for each term. Juniors and Seniors. Assistant Professor GRAHAM.

11 (I) ADVANCED SEWING. B

More practice is given in drafting, fitting, and designing of patterns; design in relation to costume; practice in the making of tailored waists, separate skirts, and dresses. (H. E. 5–6.)

Laboratory fee, $1.50. Juniors and Seniors. Assistant Professor GRAHAM.

12 (III) HOUSE PLANNING AND DECORATION. C

Development of the house; study of house plans; house construction and sanitation; problems of rural houses considered; design as applied to houses; the choosing of appropriate and harmonious furniture; woods and their finishes; period furniture and Oriental rugs briefly considered. (H. E. 7.)

Juniors and Seniors. Assistant Professor GRAHAM.

LATIN

Professor SANFORD
Assistant Professor WHITE

1 (I, II) LIVY. A

For translation, such chapters of Books XXI–XXXIX are selected as to constitute a fairly comprehensive story of the second Carthaginian war. Question and answer in Latin give the student a direct knowledge of simple form and syntax. Prose exercises are required, based

on text. These include a review of elementary principles of Latin writing, study of vocabulary, practice in handling verb forms, and the development and use of cases.

Freshmen. Assistant Professor WHITE.

2 (II–III) CICERO. A

Selections from the *Letters* and *De Amicitia.* The historical outline takes up the story of the struggle between Republic and Empire, and runs contemporaneously with the fortunes of Caesar and Cicero as written in the *Letters.* *De Amicitia* will be read in close connection with a weekly study of the use of mode in Latin. To familiarize the student with the living language, part of the recitation will be conducted in Latin. (Lat. 1.)

Freshmen. Assistant Professor WHITE.

3 (I) PLINY THE YOUNGER. B

Selections from the *Letters* presenting a large number of references to life and customs are chosen for translation. The course is intended to bring the student into closer touch with the daily life of the Romans than is given in the authors previously read. Either this course or Latin 5 is requisite to all of the translation courses following. (Latin 1–2.)

Sophomores and Juniors. Professor SANFORD.

4 (II–III) HORACE. B

Selected *Odes* and *Epodes.* By comparison of the odes with the lyrics in Latin and other languages, the class attempts to estimate the place of Horace among the poets. The debt of English poetry to Horace is continually referred to, and borrowed or suggested phrases, imitations, and translations in our own lyrics are daily sought in illustration. Very careful preparation of notebooks is required. (Latin 3 or 5.)

Sophomores, Juniors, and Seniors. Professor SANFORD.

5 (1) Tacitus. B

The *Germania* and *Agricola*. Comparison of the style of Tacitus with that of other writers of his time. A study of the Roman colonial system. Outline of the history of the later Empire, with brief investigation into the subject of the influence of Rome on the northern tribes, and, incidentally, our own inheritance of law and custom from them. Library reading. (Latin 1–2.)

Sophomores and Juniors. Assistant Professor White.

[6. Prose Writers of the Empire. C]

Readings in Paterculus, Curtius, Seneca, Quintilian, Gellius, Apuleius, Marcellinus, and others, as far as the patristic literature. (Latin 3 or 5.)

Junior and Seniors. Professor Sanford.

[7. A Study in Latin Verse. C]

Fragments preserved from the early writers are quoted to point out the beginnings of poetry. Selections from Catullus, Horace, Vergil, Ovid, Tibullus, Propertius, and others, are read to show Latin verse in its perfection. A few poems of the Silver Age are given to indicate the changes of form and style to medieval and monkish rhymes. The hymnology of the early Church. (Latin 4.)

Juniors and Seniors. Professor Sanford.

[8. An Historical Study in Tacitus. C]

An intensive study of some period or topic from the early Roman Imperial Era, with the text of the *Annals* as a base. The aim is to develop in the student a spirit of historical criticism, and to help him to use historical material methodically, especially sources. The course is particularly valuable to those who may teach Ancient History. (Latin 5.)

Juniors and Seniors. Assistant Professor White.

[9. Roman Comedy. C.]

The translation of the *Captivi* and *Trinummus* of Plautus, with rapid readings from the *Andria* of Terence and other comedies. (Latin 3, 4, or 5.)

Juniors and Seniors. Professor Sanford.

10 (II–III) Roman Philosophy. C

Readings from the *Tusculan Disputations* of Cicero, *De Rerum Natura* of Lucretius, with extracts from Seneca, Marcus Aurelius, and Boethius. (Latin 4 or 5.)

Juniors and Seniors. Professor Sanford.

11 (I) Advanced Latin Prose. C

An investigation of vocabularies found in prominent Latin authors of both prose and poetry; a comparison of the periodic sentence with the loose structure of the English; examination of the diction of the authors used in the preparatory work; the writing of detached sentences and of connected discourse. A prominent feature of the course will be the actual use of Latin in conducting many of the class-room exercises. (One C course.)

Juniors and Seniors. Professor Sanford.

12 (II–III) Teachers' Latin. C

A study of methods and authors used; the relative value of vocabularies, grammatical drill, and sight reading; examination of text-books; Caesar and the substitute authors; the Latin element in English speech; Grimm's law; alternate drifts toward the Latin and toward the Saxon forms; colloquia; tests; the necessity of making Latin a live language; quality *versus* quantity; literary appreciation. This course may be counted toward a major in Pedagogy. (One C course.)

Juniors and Seniors. Professor Sanford.

13 (I, III) ROMAN ORIGINS. C

An outline story of our debt to the Roman nation in word-making, syntax, literary style and content, myth and tradition, phrases and saws, ritual, government, law and court proceedings, architecture, engineering, and road-making, miscellaneous arts and professions. A summary of the reasons for the present place of Roman life and Latin in cultural and practical education. No knowledge of the language is required.

Juniors and Seniors. Professor SANFORD.

[15. OUTLINES OF LATIN LITERATURE. C]

A review of all the authors from Ennius to Boethius; reading of translations; an attempt to form an estimate of the place and value of the literature as a whole, and the tendencies toward appreciation and depreciation at the present time; the passing of the Latin into the Italian, the French, and the other Romance languages; the jingles and the rhymes of the monks; attempts to revive the vernacular. (One C course.)

Juniors and Seniors. Professor SANFORD.

MATHEMATICS

Professor PERKINS
Assistant Professor BONNEY

1 (I, II, III) PLANE AND SPHERICAL TRIGONOMETRY. A

Required of B. S. Freshmen: elective for A. B. Freshmen. Professor PERKINS and Assistant Professor BONNEY.

2 (II–III) ALGEBRA. A

Properties of quadratics; complex numbers; binomial formula; permutations and combinations; graphical investigation of equations of the first, second, and third degree; theory of equations; determinants.

Required of B.S. Freshmen: elective for A.B. Freshmen. Assistant Professor BONNEY.

3 I, (II–III) PLANE ANALYTIC GEOMETRY. B

Loci and their equations in Cartesian coördinates; transformation of axes; the line, circle, parabola, ellipse, hyperbola; the general equation of the second degree; poles and polars; use of polar coördinates. (Math. 1–2.)

Sophomores and Juniors. Professor PERKINS.

4 (II–III) INTRODUCTION TO CALCULUS. B

The two fundamental operations of calculus, together with those applications most commonly encountered in applied mechanics, and the theory of electricity and magnetism. (Math. 1, 2, and 3.)

Sophomores. Professor PERKINS.

5 (I–II), 6 (III) DIFFERENTIAL AND INTEGRAL CALCULUS. C

Detailed course, taking up the more extended and difficult applications. (Math. 1, 2, 3, and 4.)

Juniors and Seniors. Professor PERKINS.

[7. HIGHER PLANE CURVES. C]

A course in method of determining the characteristics of algebraic curves from their equations. The principles of homogeneity, linear combinations, and "signing" are developed and applied to the discussion of the general characteristics of second, third, and fourth order curves.

About fifty of the best known algebraic curves are discussed and their characteristics discovered. (Math. 4.)

Juniors and Seniors. Professor PERKINS.

[12. PROJECTIVE GEOMETRY. C]

An alternative course in Vector Analysis will be substituted for Projective Geometry, if a majority of those electing the course prefer it. (For Projective Geometry, Math. 3 and 4; for Vector Analysis, Math. 6.)

Juniors and Seniors. Professor PERKINS.

15 (I) SOLID GEOMETRY. B

In addition to the customary text-book work in the subject, this course will deal with the assumptions upon which geometry is based. Much original material upon constructions and methods of solving geometrical problems will also be introduced. This course is offered to review and supplement the preparation in geometry of those who plan to teach mathematics. (Plane Geometry, Math. 1 and 2.)

Sophomores and Juniors. Professor PERKINS.

16 (II–III) THE TEACHING OF PREPARATORY MATHEMATICS. C

Consideration of the place and use of algebra, geometry, and trigonometry, and the standards to be set in the teaching of these subjects; the collection and arrangement of historical and biographical material to form a background that shall awaken interest in the subject-matter; practice in the selection of texts and the laying out of courses; a study of fundamental principles and discussions of methods of presentation and explanation. (Solid Geometry and Math. 1, 2, and 3.)

Juniors and Seniors. Professor PERKINS.

MILITARY SCIENCE AND TACTICS

Captain FERGUSON

1 (III) MILITARY ART.

Initial course of the Reserve Officers' Training Corps, consisting of close order drill five days a week (School of Soldier, School of Squad, School of Company), games, mass athletics, and calisthenics; with weekly lectures on theory of rifle fire, service of security, military organization, map reading, etc.

All Classes

MUSIC

Professor HATHAWAY

1 (I–II) HARMONY. A

This course in harmony embraces scales, intervals and signatures, triads and seventh chords with their progressions, harmonization of melodies, and choral writing in four parts; keyboard drill, and modulation.

2 (III) HARMONY. B

A continuation of 1. (Mus. 1.)

[3. ADVANCED HARMONY. B]

Invention and harmonization of melodies; use of non-harmonic tones, and transposition; keyboard drill continued. The course also includes harmonic analysis of representative works of the classic and modern schools.

5 (I–II, II), 6 (III) MUSICAL APPRECIATION. A

This course is designed to develop, without going too deeply into technicalities, the ability to listen to good music. It aims to present in untechnical language an

account of the evolution of musical art and to acquaint the student with representative composers and their characteristic works. Lectures and collateral reading.

[7. Musical Masterpieces. C]

A course arranged primarily for advanced students who are receiving credit for practical courses, but may be elected by students who have completed 5–6. It includes formal thematic analysis of the works of Bach, and symphonies of the classic and modern composers. (Mus. 5–6.)

8 (iii) Counterpoint. C

This course is planned for those who have had, as theoretical training, the equivalent of one year's study of harmony. Representative works of the Classical and the Modern school will be treated analytically.

9 (i–ii), 10 (iii) Practical Courses.

These consist of private lessons in pianoforte and organ playing, and in singing in the college choir. The hours of private lessons are to be arranged for individually or in groups. The fees for pianoforte and organ lessons are $40 for each semester, two half-hour lessons or one hour lesson a week. Open to all students.

Pianoforte: Each student will be required to master the elements of a good technique before undertaking the study of extended musical works. It is impossible to designate with accuracy the literature to be used for each student, but the course embraces studies by Czerny, Cramer, Clementi, and the works of Bach, Haydn, Mozart, and Beethoven, as well as those of the Romantic and the Modern school.

Organ: Students entering the organ course must have acquired a satisfactory knowledge of the pianoforte technique. The course includes works of Rinck, Mendels-

sohn, Rheinberger, and other standard works by the leading writers.

The College Choir: The college choir, under the leadership of the director, holds two rehearsals weekly and sings at the chapel service each week-day and at the Sunday vesper service. Opportunity is given to study the works of the best composers of sacred music.

NOTE. The courses in the theory and history of music (1–8) will receive credit toward a degree and are subject to no additional fee. Practical work in music, taken in connection with the theoretical courses of the department, may be given two hours credit in each year. Students wishing to elect courses in the Department of Music must have some knowledge of the elements of musical notation and must satisfy the instructor of their fitness to pursue the special courses chosen.

It has been decided to allow groups of several students of the same or of different instruments to register in classes, in the practical course, thus dividing the cost of instruction and obtaining mutual benefit. In certain cases the enrolment of vocal pupils and players on orchestral instruments will also be permitted.

PEDAGOGY

Professor COLLINS
Professor MCFARLAND
Assistant Professor HOWARD

1 (I) INTRODUCTION TO PSYCHOLOGY. A

An elementary course, the basis of courses in educational theory and practice that follow. The course should be elected by all students intending to teach.

Freshmen and Sophomores. Professor COLLINS.

3 (II) PRINCIPLES OF EDUCATION. B

Designed to give a general introduction to pedagogy for those students who have not elected 1, but who wish to gain in college some knowledge of the basis, aims, and

problems of education. It will not be counted toward a major; but may be followed by Pedagogy 10, 12 or 5, and may be counted toward a minor in connection with these.

Juniors and Seniors. Professor McFarland.

4 (III) Psychology of the Higher Processes. C

This course considers the more complex aspects of consciousness and conceptual thinking, and introduces the student to quantitative studies of mental functioning. (Ped. 1 or 11.)

Freshmen who have had Ped. 1 and Phil. 2, Sophomores, Juniors and Seniors. Assistant Professor Howard.

5 (II) High School Instruction. B

An introduction to the problems of teaching. Various types of teaching are considered, with class-room organization and routine, collection of materials, use of teaching devices, types and functions of recitation, technique of instruction, criticism of texts, presentation of lessons, use of educational literature. (Ped. 1 or 3.)

Juniors and Seniors. Professor McFarland.

6 (III) High School Instruction. B

A repetition of 5.

Juniors and Seniors. Professor McFarland.

7 (III) Rural School Supervision. C

A course for students who wish to qualify for educational administration or supervisory work in country schools. (Any B course, Ped. 1, and special permission.)

Seniors. Professor McFarland.

8 (II) High School Administration. C

Types of secondary schools, their aims, organization, curricula, and management. In addition to the problems of government, discipline, examinations, grading, and promotion, attention is given to the larger utilization of the school plant in its community. (Any B course in Ped.)

Juniors and Seniors. Professor McFarland.

9 (I) History of Education. B

Studies in the development of educational thought and practice in Europe and America. Students taking this course will benefit by having taken History 1, 2. (Ped. 1.)

Sophomores, Juniors, and Seniors. Professor Collins.

10 (II) Education Since the Renaissance. B

Theory and practice in Europe and America. (Ped. 1.)

Sophomores, Juniors, and Seniors. Professor Collins.

11 (I–II) Educational Psychology. C

An analysis of the learning process in general, followed by a study of the forms of learning involved in the fundamental school subjects. Special problems which have direct application to school procedure will be studied from the experimental point of view. At least one period a week of laboratory practice will be required. (Ped. 1.)

Sophomores, Juniors and Seniors. Assistant Professor Howard.

12 (III) High School Problems. C

The improvement of teachers in service. Fundamentals of school discipline. How to study. Study programs. Educational measurement in high school subjects. Voca-

tional guidance. School records, grades and promotion. (Any B course in Pedagogy.)

Juniors and Seniors. Professor McFARLAND.

13, 14 (I–II–III) PRACTICE TEACHING. C

Students desiring teaching appointments in high school in their Senior year should consult early in their college course with the instructors of the Department of Pedagogy, in order to organize their college work carefully toward this end. (Special appointment.)

Seniors. Assistant Professor HOWARD.

15 (III) THE JUNIOR HIGH SCHOOL. C

A study of the movement toward public school reorganization which has resulted in the widespread adoption of the junior high school plan, with the practical and psychological considerations which justify it and the problems involved in its effective administration and adaptation to local needs and conditions. (Any B course in Ped.)

Juniors and Seniors. Assistant Professor HOWARD.

16 (III) EDUCATIONAL SOCIOLOGY.

The aim of this course will be primarily to develop traits of good citizenship by a consideration of the principles underlying elementary, practical sociology. Students will be given a wholesome outlook upon the body politic and of their responsibilities to it. The importance of the family, the school, the church, the vocation and the state in modern society will be emphasized.

Freshmen and Sophomores. Professor McFARLAND.

PHILOSOPHY

Professor HARRINGTON

1 (I) INTRODUCTION TO PHILOSOPHY. B

This course is a general survey of the fundamental problems of philosophy, and a discussion of the lines along which attempts have been made to solve them, with suggestions as to the progress achieved and the direction in which the solution must lie. (Ped. 1, or Phil. 2.)

Sophomores, Juniors, and Seniors.

2 (II) LOGIC. A

A study of the principles underlying sound reasoning; interpretation of propositions; analysis of various types of scientific reasoning, both inductive and deductive; construction and criticism of arguments.

Freshmen who have had Ped. 1, Sophomores, and Juniors.

5 (I–II) ETHICS. B

A study of morals in their relation to self-realization. The various ethical theories are passed in review and criticised. Constant reference is made to the practical moral problems of every-day life. (Phil. 1 or 2, or Ped. 1.)

Sophomores, Juniors, and Seniors.

6 (III) ETHICS AND THE WORLD OF ACTION. C

Some of the problems dealt with in this course are: social organization and the individual; agencies in the production and distribution of economic wealth; equality, war, and peace; law and liberty. (Phil. 5, 7, or 8, or Econ. 7 or 8.)

Juniors and Seniors.

[7. History of Philosophy and Ethics. C]

General survey of the philosophical and ethical theories from the Greek thinkers of the sixth century B.C. to the beginning of the modern era. Greek thought is dealt with at some length, particular attention being given to the views of Socrates, Plato, and Aristotle. The period of the Middle Ages is passed over more rapidly, but enough time is given to it to acquaint the student with its general tendencies. (Phil. 1 or 5, or special permission.)
Juniors and Seniors.

8 (III) History of Philosophy and Ethics. C

A general review of the development of modern thought, particularly of the eighteenth and nineteenth centuries. Post-Hegelian thought is outlined and the present status of philosophical and ethical inquiry indicated so far as time permits. The course is a continuation of 7, although it may be taken to advantage by those who have not had the latter course. (Phil. 1 or 5, or special permission.)
Juniors and Seniors.

PHYSICAL EDUCATION

Professor Brown
Miss Young

Courses for Men

[1–2. Body Building. A]

Lectures, recitations and quizzes on personal, school, and community hygiene. Laboratory work in the gymnasium and on the athletic field. The practical work consists of systematic bodily exercise designed to train posture and provide normal physical development. It includes march tactics, calisthenics, elementary appara-

tus work, gymnastic dancing, athletic games and group contests. Each student is given a thorough physical examination upon entering the course and corrective exercises are prescribed when needed. Special suits are required.

Freshmen and Sophomores. Professor BROWN.

3 (II), 4 (III) ADVANCED COURSE FOR MEN. B

Fundamental principles and methods of teaching gymnastics and games; physiology of exercise and systems of gymnastics. Laboratory work consists of practice teaching of a graded course of physical drills, apparatus work, and games. Emphasis is placed upon the development of team games of low and high organization for use in school playgrounds and community centers. Particular attention is devoted to the teaching of mass athletics.

Sophomores, Juniors, and Seniors. Professor BROWN.

[5–6. ATHLETIC COACHING. C]

Theory of coaching. A course designed to give the student an intimate knowledge of the technique and strategy of foot-ball, base-ball, basket-ball and track athletics. It includes a detailed study of the rules and fundamental principles of each sport, methods of training, diet, treatment of injuries, equipment, etc.; how to play the various positions and perform the different track and field events, generalship, systems of attack and defense, signals and plays.

Juniors and Seniors. Professor BROWN.

Courses for Women

1 (I), 2. (II–III) PHYSICAL EDUCATION FOR WOMEN. A

Lectures, recitations and quizzes on personal hygiene. During the spring and fall, work is given out of doors and includes the practice of volley-ball, basket-ball, hockey, tennis, and base-ball. Quizzes are given on the rules of the games. The choice of sport is dependent upon the physical fitness of the individual. Each Freshman is given a physical examination and special prescriptive work is arranged for when needed. From November to April the work is given in the gymnasium and includes marching and tactics, gymnastic exercises, elementary apparatus work, and folk dancing. Postural as well as hygienic and recreative effects are emphasized. Special gymnasium suits and shoes are required and these are obtained through the department.

Freshmen. Miss YOUNG.

3 (I) 3a (II), 4 (III) METHODS OF TEACHING PHYSICAL EDUCATION. B

The purposes, aims, and scope of physical education. A study of the selection, classification, and progression of gymnastic exercises, including Swedish and German Systems. The methods and values of physical examinations. Corrective gymnastic exercises for special defects. Laboratory work: practice of Swedish and German gymnastics, marching, apparatus work, and games. Practice teaching in grammar and high school. This course may count toward a major in Pedagogy. (Permission of instructor.)

Sophomores, Juniors, and Seniors. Miss YOUNG.

[5–6. Playground Course. B]

Designed for those who may wish to do playground work. Study of child nature, functions of play, the playground movement, practical conduct of playgrounds, organization and administration of playgrounds. Laboratory work includes the teaching of story gymnastics, games, and folk dances, and the theory of coaching track and competitive sports. Practice teaching in grammar school classes. (Phys. Ed. 1–2.)

Sophomores, Juniors, and Seniors. Miss Young.

PHYSICS

Professor Bryant

1 (I, II) General Physics. A

Fundamental principles of kinematics; simple harmonic motion; inertia; gravitation;. work and energy; elasticity; properties of liquids and gases.

Freshmen, Sophomores, and Juniors.

2 (II, III) General Physics. A

Waves; sound; reflection, refraction, interference, diffraction, and polarization of light waves, and spectrum analysis; theory of heat; calorimetry; transference of heat; thermal expansion; change of state; nature of heat. (Phys. 1.)

Freshmen, Sophomores, and Juniors.

2 (III) General Physics. A

The earth's magnetic field; magnetic induction; electrostatic induction, potential, and capacity; production of electric currents; electromotive force; electrical re-

sistance; measurement of current; chemical, heating, and magnetic effects of the electric current. (Phys. 2 (II).)

Freshmen, Sophomores, and Juniors.

[3. HEAT. B]

An advanced course for those students desiring a more complete knowledge of this branch of Physics. The experimental methods that have been used in measuring the various quantities which are connected with this portion of the science are considered in detail. The kinetic theory of matter and thermo-dynamics are among the additional topics studied. (Phys. 1–2.)

4 (II–III) ELECTRICITY AND MAGNETISM. B

An advanced course covering more thoroughly many of the topics studied in the corresponding work in general physics, together with some additional topics, such as the discharge of electricity through gases, electrons, radio-activity, and wireless telegraphy. (Phys. 1–2.)

5 (I) LIGHT. B

An advanced course for students who wish more knowledge of the subject than can be obtained from general physics. The laws of reflection and of refraction, with their application to optical instruments; the wave theory of light; the spectrum and its teachings; the phenomena of radiation, absorption, dispersion, interference, and diffraction are some of the topics considered. (Phys. 1–2, Trig.)

7 (I, II) PHYSICAL MEASUREMENTS. C

Elementary theory and practice of physical manipulation. Laboratory work in the measurements of length, mass, time, velocity, linear and angular acceleration; the verifi-

cation of the laws of equilibrium of forces; the determination of coefficients of elasticity; the density of solids, liquids, and gases; experiments in sound. A complete record of every experiment is required, giving the apparatus used, the measurements taken, and the results obtained. (Phys. 1–2.)

Laboratory fee, $5.

8 (III) PHYSICAL MEASUREMENTS. C

Measurements of thermal expansion, specific heat, latent heats of fusion and of evaporization. In electricity, fields of force, electric resistance, electro-motive forces, and strengths of current are measured. The laws of reflection and refraction of light waves and the formation of images by mirrors and lenses are studied, and indices of refraction and lengths of light waves are measured. (Phys. 7.)

Laboratory fee, $5.

[9. ANALYTIC MECHANICS. C]

A discussion of the statics and dynamics of a particle and of a rigid body. Composition and resolution of forces, vectors, center of gravity, work, energy, impulse, moment of inertia, static and kinetic friction. This course may be counted toward a major in Mathematics. (Phys. 1–2, Math. 4.)

Juniors and Seniors.

10 (II–III) ASTRONOMY. C

The celestial sphere; astronomical instruments; determination of latitude, longitude, and time; the earth as an astronomical body; the moon's motions and physical characteristics; the sun's physical characteristics; revelations of the spectroscope; eclipses; planets; comets; stars and nebulae. (Phys. 1–2).

Juniors and Seniors.

POLITICAL SCIENCE

Professor Abbott

1 (i) Elements of Government. A

The origin and development of states and governments, their forms, departments, and functions. This is not a study of any particular state or government but of general principles, with illustrations drawn from the institutions of many states.

Freshmen, Sophomores and Juniors.

2 (ii–iii) American Government. A

A rapid survey of the whole field, national, state, and local. Descriptive, with sketches of historical development. A good knowledge of American history is desirable.

Freshmen, Sophomores and Juniors.

3 (i) English Government. B

The English government, with sketches of its historical development. A general knowledge of English history, as much as may be gained in History 1 and 2, is essential. (Hist. 1–2, or Pol. Sci. 1 or 2.)

Sophomores, Juniors and Seniors.

4 (ii–iii) European Governments. B

The national and to a small extent the local governments of France, Germany, Switzerland and other states are studied in this course, with constant comparisons between these and the English and United States systems. (Hist. 1–2, or Pol. Sci. 1, 2 or 3.)

Sophomores, Juniors and Seniors.

5 (II–III) Constitutional Law. C

A study of the Constitution of the United States and its interpretation by the Supreme Court. Of special value for students of United States history and government, and very useful to intending law students. (Hist. 3 or 4, or Pol. Sci. 1, 2, or 3.)

Juniors and Seniors.

6 (III) City Government in the United States. B

The various forms, functions, and powers of city governments in the United States. (Pol. Sci. 1 or 2.)

Sophomores, Juniors and Seniors.

7 (I) Business Law. B

The rules of law most commonly involved in ordinary commercial transactions, especially contracts, sales, agency, bailments, and negotiable instruments. An elementary and practical course designed primarily for students who intend to engage in business or in professions other than the law.

Sophomores and Juniors.

9 (I), 8 (II) International Law. C

The nature, sources, and development of the rules governing the relations of civilized states in peace and in war, with special attention to recent modifications of the same and to questions raised by the European war.

Juniors and Seniors.

10 (III) Jurisprudence. C

An analysis of the underlying principles of law, the relation of law to rights, and a consideration of the fields covered by private, public, and international law. The subject is important for students who intend to study law or carry on

advanced work in government or history. Jurisprudence and Roman Law are offered in alternate years. (Pol. Sci. 5, 7, or 8.)

Juniors and Seniors.

[12. Roman Law. C]

This course will deal with some of the main subjects of the Pandects, or Digest of Justinian, which will be studied in the English translation, although a knowledge of Latin is desirable. This course will be useful to those pursuing advanced work in the classics as well as to those who plan to follow the profession of law. Jurisprudence and Roman Law are offered in alternate years. (Pol. Sci. 3, 4, or 5, or major work in Latin or Greek.)

Juniors and Seniors.

ROMANCE LANGUAGES

Professor Robinson
Mr. Haller
Professor Burrage
Mr. Wright

1a (I), 2a (II–III) Beginners' French.

The essentials of phonetics; drill in pronunciation; elements of grammar; reading and translation of simple prose; free reproduction of passages read; dictation exercises; study of irregular verbs; drill on the spoken language with conversation. Six hours a week. These courses may be elected as two of the courses required of Freshmen, and count six points each toward graduation.

Mr. Haller.

1a–Special (II), 2a–Special (III) Beginners' Spoken French

A course in spoken French for beginners. Pronunciation; study of the simpler problems of syntax and the commoner irregular verbs, with much conversation and oral reading. Special reference to the military vocabulary. Six hours a week.

Mr. Wright.

3 (I), 4 (II–III) Intermediate French. A

Thorough review of grammar; conversation; dictation; retroversion; outside reading. Much emphasis is laid upon the reading, in French, of easy texts. (R. L. 1a–2a, or two years of preparatory school French.)

Professor Robinson.

5 (I–II), 6 (III) Contemporary French. B

Courses in modern prose, poetry, and the drama, supplemented by a study of some of the more representative French reviews and newspapers, with weekly exercises in writing French. (R. L. 3–4, or three years of preparatory school French.)

Professor Robinson.

7 (I), 8 (II–III) French Literature in the Seventeenth Century. C

These courses are designed to give advanced students a good working idea of the Classic period. Special attention is given the first term to the Classic Drama; and the second and third terms to Boileau, La Fontaine and the prose writers. The class-room work consists of lectures, with frequent quizzes, supplemented by extensive reading. (R. L. 5–6.)

Professor Burrage.

[9, 10. French Literature in the Eighteenth Century. C]

A continuation of courses 7, 8. A comprehensive survey of the intellectual and philosophical movements which resulted in the Revolution, the Encyclopedia, Montesquieu, Voltaire, Rousseau; rise of the *drame*. Lectures and outside reading. (R. L. 5–6.)

Professor Robinson.

[11, 12. French Literature in the Nineteenth Century. C]

A study of the different "schools" and movements which have dominated French literature since the Revolution. These courses will alternate with the two preceding courses, no two being given in any one year. The general plan of the work is the same as in those two courses, of which these are the natural complement. (R. L. 5–6.)

Professor Robinson.

13 (I–II), 14 (III) An Advanced Course in French Pronunciation and Syntax. C

These courses, for students planning to teach French, will consist of a critical study of the principles of pronunciation and syntax and the best methods of presenting these principles. They may be counted toward a major in Pedagogy. (R. L. 5–6.)

Juniors and Seniors. Professor Robinson.

15a (I), 16a (II–III) Elementary Spanish.

Pronunciation; grammar; composition; translation; conversation. Intended to give students a reading knowledge of Spanish of average difficulty, to enable them to understand the spoken language and to express simple

ideas idiomatically. Six hours a week. These courses may be elected as two of the courses required of Freshmen, and count six points each toward graduation.

Mr. HALLER.

17 (I), 18 (II–III) ADVANCED SPANISH. A

Systematic study of Spanish accidence and syntax. Reading from representative authors of Spanish literature. Spanish prosody. These courses are conducted in Spanish and aim to acquaint the student with the culture of the Spanish-speaking peoples. (R. L. 15a-16a, or two years of preparatory school Spanish.) Mr. HALLER.

[19. COMMERCIAL SPANISH. A]

A purely practical course designed for those who are interested in Spanish for business purposes and for those who intend to teach Spanish. (R. L. 15a–16a, or two years of preparatory school Spanish.)

Mr. HALLER.

[20. SPANISH COMPOSITION. A]

The study of idiomatic composition with considerable reading in Spanish newspapers and magazines. Discussions in Spanish. (R. L. 19.)

Mr. HALLER.

THE SUMMER SESSION

THE FACULTY OF 1918

JOHN MARTIN THOMAS, D.D., LL.D.
President

RAYMOND MCFARLAND, A.M.
Professor of Secondary Education, Director of the Summer Session

FRANK WILLIAM CADY, A.M., B.LITT. (OXON.)
Professor of English

FRANK EUGENE HOWARD, PH.D.
Assistant Professor of Pedagogy

ARTHUR RANDALL DAVIS, A.B.
Assistant Professor of Chemistry

HENRY WELLS LAWRENCE, JR., PH.D.
Assistant Professor of History

H. P. WILLIAMSON DE VISME, A.M.
Directeur de l'École de Château de Soisy, Soisy-sous-Étiolles, France

MINNIE HAYDEN
Teacher of Music, Steinert Hall, Boston

GLADYS LOTT
Reader and Teacher of Expression, Boston

JULIÁN MORENO-LACALLE, A.M.
Department of Romance Languages, U. S. Naval Academy

GEORGE DURANCEAU DE LA JARRIE, B. ÈS L., B. ÈS S., M.D. (PARIS)
Officer of Public Instruction, France

JOSÉ MARTEL, A.M.
Department of Romance Languages, U. S. Naval Academy

HARRIS S. SHAW
Teacher of Organ, Boston

MOLTON AVERY COLTON, A.B.
Department of Romance Languages, U. S. Naval Academy

THOMAS GODDARD WRIGHT, PH.D.
Department of English, Sheffield Scientific School, Yale University

AMY A. BERNARDY, PH.D. (FLORENCE)
Italian Embassy, Washington, D. C.

LÉA EMELIE SURLEAU, B.C. (FRANCE)
Head of French Department, Emma Willard School, Troy

MARGUERITE BILLARD
Department of French, Smith College

CAROLINA MARCIAL DORADO, B.A. (MADRID)
Department of Spanish, Bryn Mawr

JANETTE LENORA SMITH
Director of Physical Education, Lyndon Institute

BALBINO DÁVALOS, JUS. D.
Department of Spanish, University of Minnesota

ROSALIA P. CUEVAS, B.A., M.A.
Department of Spanish, Adelphi College

THERESA DE ESCORIAZA
Teacher of Spanish, New York City

JOSÉ M. ALBALADEJO, A.B.
Department of Spanish, Kansas University

CONCEPCIÓN DE GOENAGA
Teacher of Spanish, New York City

BERTHA ALICE MERRILL, PH.D.
Social Director

RUTH E. WRIGHT
Secretary

COURSES OF INSTRUCTION, 1918

At the tenth Summer Session, held July 6 to August 16, 1918, the following courses of instruction were offered:

Organic Chemistry	Assistant Professor Davis
Industrial Chemistry	Assistant Professor Davis
Advanced Inorganic Chemistry	Assistant Professor Davis
General Inorganic Chemistry	Assistant Professor Davis
Qualitative Analysis	Assistant Professor Davis
The Teaching of Community Civics	Professor McFarland
Measurement of Educational Products	Assistant Professor Howard
Seminar in Secondary Education	Assistant Professor Howard
Shakespeare	Professor Cady
English Poetry of the Nineteenth Century	Dr. Wright
American Poetry of the Nineteenth Century	Dr. Wright
Composition	Professor Cady
The Art of Reading	Miss Lott
Story Telling	Miss Lott
Dramatic Production	Miss Lott
French Pedagogy	M. Williamson de Visme
Gustave Flaubert	M. Williamson de Visme
Victor Hugo and His Works	Dr. de la Jarrie
French Philology	Dr. de la Jarrie
French Vocabulary	M. Williamson de Visme
La Langue Française par la Dictée	Mlle. Surleau
Famous French Literary Women	Mlle. Surleau
Direct Method of Language Instruction	Mlle. Surleau
Romanticism and Lyric Poetry in the Nineteenth Century	Mlle. Billard

French Reading and Composition	Mlle. Billard
Italian Language	Miss Bernardy
Survey of Italian Literature, History and Art	Miss Bernardy
Modern Italy	Miss Bernardy
School Music	Miss Hayden
Music Reading and Melodic Notation	Miss Hayden
Elementary Harmony	Mr. Shaw
Advanced Harmony	Mr. Shaw
Progressive Series Piano Lessons	Mr. Shaw
Voice Building	Miss Hayden
Physical Education	Miss Smith
Recent European History	Professor Lawrence
Introduction to Sociology	Professor Lawrence
Spanish Methodology	Señor Moreno-Lacalle
Castilian Phonetics	Mr. Colton
Advanced Spanish Grammar and Rhetoric	Señor Albaladejo
Spanish Literature	Señorita Marcial Dorado
Spanish *Realia*, Conversational	Señor Martel
Latin-American *Realia*, Conversational	Señor Dávalos
Spanish Grammar and Composition	Señor Moreno-Lacalle, Señoritas Cuevas, Escoriaza, de Goenaga and Señor Albaladejo
Spanish Conversation	Señoritas Cuevas, Escoriaza, and de Goenaga

GENERAL STATEMENT

THE Summer Session is organized to meet the wants of teachers and prospective teachers who are seeking pedagogical and professional improvement, graduate students who are looking for credits toward a higher degree, college students who desire to continue in the summer their work for the baccalaureate degree, and others whose interest is more general.

THE MODERN LANGUAGE SCHOOLS

IN recent years the work of Middlebury College in organizing and developing modern language instruction in Schools separately housed and managed has attracted much attention. The plan of work thus devised insures the isolation of students intensively pursuing the language, with much concentration. Not only the language, but the history, geography, government, and institutions of the people are studied, thus providing for a variety of interests. No elementary courses are organized. The language studied is the spoken language of the School at all times in the halls of residence and in social activities as well as in classes. Native instructors are employed and individual attention given to the needs of all students.

ENGLISH AND MUSIC SCHOOLS

IN addition to the special work of the Modern Language Schools, courses of instruction are care-

fully organized to meet the requirements of various classes of students in attendance, in English language and literature, history, chemistry, education, economics and social science, political science, and other departments, while both vocal and instrumental work is conducted by competent instructors in addition to courses in musical history and theory.

ADMISSION

STUDENTS may enter such courses as they are qualified to take without examination, and without being candidates for degrees; but students who desire credit toward a degree must indicate that fact when they register, and must present evidence of their qualifications before they will be given credits in the college or graduate sections of the school. Students who complete satisfactorily the course of six weeks will be given upon application a Summer Session certificate indicating the work done.

THE MASTER'S DEGREE

To obtain the degree of Master of Arts or of Master of Science, thirty credits, representing one year's work in residence, are necessary. For the rule as to securing the Master's degree through work in the Summer Sessions consult Graduate Work, Section 3, of this Catalogue.

SUMMER SESSION OF 1919

THE Eleventh Summer Session will open for registration on Monday, June 30, 1919, and will close Wednesday, August 13, except the Spanish School, which will open July 5 and close August 16. Classes will meet Wednesday morning, July 2, for the first lectures and assignment of work, and final examinations will be held on August 13. Classes will meet five times a week.

Full use is made of the college laboratories, libraries, halls of residence, and dining halls for the Summer Session. The special Modern Language Schools, which have become an established feature of the Summer Session, will be continued in 1919, the French School under the direction of Professor Williamson de Visme, and the Spanish School under the direction of Professor J. Moreno-Lacalle. The direct and intensive method of these schools presents superior advantages to those desiring to acquire facility in the oral use of the foreign language or to perfect their professional technique. Descriptions of the various schools are given in a special Summer Session Bulletin. Send applications for this bulletin to Secretary, Summer Session, Middlebury, Vermont.

GENERAL INFORMATION

CHARTERED in 1800 and graduating its first class in 1802, Middlebury is the twenty-seventh American College in order of foundation. In the first one hundred and fifteen years of its history 3,286 students attended the College, of whom 2,109 received baccalaureate degrees. On its alumni roll are 658 clergymen, 156 doctors, and 519 lawyers. In educational work there have been 80 school superintendents, 7 school commissioners, 200 college professors, 37 college presidents, and 1,198 teachers. To public life Middlebury has given 12 governors, 18 members of Congress, 4 United States senators, and 100 judges of courts. One out of ten of the living graduates and former students served in the Great War under the colors in army or navy.

ALUMNI RECORD

The progress of the College in recent years has been notable. The attendance in 1917 was over three times that in 1906, and remains at nearly that ratio today in spite of the temporary effects of the war on higher education. A marked increase in student attendance may be confidently expected next year. Within a decade the annual income has quadrupled. The endowments have more than trebled since 1906. The invested funds are nearly four times what they

GROWTH OF THE COLLEGE

were in 1908. Two hundred and fourteen acres and ten new buildings have been added to the campus. The total property of the College is now valued at over two and one-fourth millions of dollars.

Among the recent buildings are: Hepburn Dormitory and Commons, a residence for 100 men, fireproof, with an attractive dining hall and social rooms; the Mead Memorial Chapel, a marble structure of great beauty and impressiveness; the Chemistry building, affording unusual laboratory facilities for that science; and the McCullough Gymnasium, well appointed for physical education. These new buildings are more particularly described on later pages of the catalogue.

JOSEPH BATTELL BEQUEST

One of the most unique gifts to an American college was the bequest of the late Joseph Battell to Middlebury, which was received in 1916. For over forty years Mr. Battell had been acquiring forest and mountain lands in the vicinity of Middlebury with a view to the preservation of the forests and the beauty of the natural scenery of the region. His holdings amounted to about 30,000 acres along the highest ridge of the Green Mountains and including several of the higher mountains of Vermont. Much of the land is heavily wooded and will afford the College the opportunity for the practice of scientific forestry in its immediate vicinity. The value of the estate exceeds $400,000.

HENRY FREEMAN WALKER BEQUEST

A more recent bequest is that of Dr. Henry Freeman Walker of the Class of 1860, of $100,000 for the establishment of a "Furlough and Emergency Fund," the income of which is to be devoted to the needs of the Faculty in providing for occasional periods of rest, recreation or study, and in relieving the more immediate exigencies of sickness.

LIBERTY ENDOWMENT FUND

The College successfully completed June 30, 1918, the campaign to increase its general endowment by $400,000, going "over the top" with $28,000 to spare. This fund will make it possible to meet deficits caused by the war without impairing the resources of the College, to equip and develop more adequately the various departments in order to keep them fully abreast with the needs of the times, and to increase the salaries of its professors to the point where Middlebury can feel confident of securing and retaining the best collegiate staff.

THE PORTER HOSPITAL

A gift of $50,000 from Mr. William H. Porter for a hospital and infirmary has been announced. Plans are already under way. The building will be fireproof and well equipped and appointed in every respect. Needless to say, it will meet an urgent need and be a most welcome addition to the college plant.

Middlebury College seeks to maintain high standards, both for admission and for graduation, and

especially as to character and conduct. The founders of the College were men of deep religious faith and earnest moral purpose, and clergymen from the surrounding towns long exercised controlling influence in the Corporation. The endeavor is made to preserve the tradition, although without official connection with any church.

RELIGIOUS POSITION

A residential town of 2,000 people, on the Rutland Railroad, with through trains between New York and Boston and Montreal, Middlebury is an ideal location for a rural New England college. The foot-hills of the Green Mountains are a few miles distant. From the heights of the college campus one sees many of the grander peaks of the Adirondacks. The Otter River flows through the town, and in its valley are many of the best farms of Vermont. Elms and maples line the village streets, and the houses betoken modest thrift and quiet taste. Water of unexcelled purity is brought from mountain springs, eight miles distant. The sale of intoxicating liquor is forbidden by law, and there are no trolley lines to neighboring cities.

LOCATION

The specialty of Middlebury is not a department of study, but a type of student. The location of the College in a frugal agricultural region favors economy. For over a century she has sought out particularly the youth from the quiet homes of northern New

MIDDLEBURY'S SPECIALTY

England and surrounded them with encouragement to modest living while engaged in the pursuit of knowledge. By resolute endeavor college expenses have been kept low. Students who have to work their own way are especially encouraged, in the belief that such students furnish the most healthful tone to an institution of learning. Those who can afford more than Middlebury exacts are invited to consider the advantages to character which come from such an atmosphere in the formative period of life.

INDIVIDUAL TRAINING

The Middlebury idea is that, since no two men are alike, each student needs the particular care and oversight of his instructors during his entire college course. With a small student body and an ample number of professors such oversight is possible, and the unusual success of Middlebury's graduates is believed to be due to its maintenance. For the more certain continuance of this success, the College reserves the right to request the withdrawal, even though no specific charge is made against him, of any student whose presence is considered detrimental to its welfare.

OPENINGS FOR GRADUATES

In these times when the nation is putting forth its utmost strength, no one should undertake a college course without an earnest, definite purpose. The first element of that purpose should be to develop powers of mind and personality which will enable

one to lead a life of greater effectiveness and usefulness. There is an increasing demand for college men and women, not only as teachers and in the professions, but also in commerce and industry. No college graduate of character and ability need fail of an immediate attractive opening.

ENGINEERING STUDENTS

Special attention is given to the needs of students intending to take up some branch of engineering. The fundamental courses may be taken at Middlebury, enabling the student to take advanced standing in technical schools. Such an arrangement has been concluded with the Massachusetts Institute of Technology. The advantages of combining a college course with technical training in this manner are very great. Further information may be had from the Professor of Drawing and Surveying.

STUDENTS' ARMY TRAINING CORPS

On August 19, 1918, Middlebury College was approved by the Committee on Education and Special Training of the War Department for the institution of a unit of the Students' Army Training Corps. In accordance with the regular calendar, registration began on September 16 and the first exercises were held September 19, although the S. A. T. C. was not officially organized until October 1. The students who were candidates for the S. A. T. C. were required to pay a charge of $22 only to cover tuition, board, room, etc., from the opening of college to October 1. The work of the first

term of the college year was conducted for the men under the direction of the War Department through the Committee on Education and Special Training. A special bulletin, "The Students' Army Training Corps at Middlebury," covers the history of the unit at Middlebury. Copies of this bulletin will be sent to anyone upon request.

GRADUATE WORK

THE degrees of Master of Arts and of Master of Science may be attained by graduate work completed during the regular college year, or at summer sessions, in accordance with the following regulations:

1. The candidate must have a baccalaureate degree from this College, or from one having an equivalent curriculum.
2. Candidates should register during the first week of either semester, or during the first week of the Summer Session. A renewal of all existing registrations must be made at the beginning of each college year.
3. To obtain the degree of Master of Arts or of Master of Science, one year of resident work (September to June), or at least four summer sessions, one of which may be taken elsewhere, is necessary.
4. Candidates for either degree, after conference with the instructor or instructors interested, shall outline the work intended and the studies desired, and present such outline to the Committee on Graduate Work for its approval.
5. The major work of the candidate must be undertaken in some department in which there have been completed undergraduate courses of study of such advanced grade as to satisfy the department of his fitness to enter upon graduate work.
6. One half of the work (fifteen semester hours) must

consist of specially assigned graduate studies and investigation prescribed by the department in which the major work is undertaken; the remaining half may be pursued in undergraduate courses of C grade recommended by the department in which the major work is taken, and approved by the Committee on Graduate Work. A minimum grade of 80 per cent shall be maintained in all of the courses counting toward the degree.

7. Graduates of Middlebury College who have to their credit work done in undergraduate years, and not counted toward a baccalaureate degree, may count fifteen such credits toward an advanced degree, subject, however, to the provision made for undergraduate courses in Section 6.

8. No credits counted in conferring a first degree at Middlebury College, or elsewhere, shall be accepted for a second degree.

9. The work must be completed within five years after the first registration, unless this period is extended by vote of the Faculty.

10. Besides the regular examinations, the candidate must be examined in the subject chosen for the major study, and at the discretion of the instructor under whose direction this work is done may be required to present a thesis.

11. The degree shall not be given *in absentia*, nor shall it be bestowed before the Commencement following graduation.

12. The regular tuition fees for undergraduate work are charged. An additional fee of $15 is required for the final examination and diploma.

ENROLLMENT

The college year begins on the Monday indicated in the calendar, the first three days, Monday, Tuesday, and Wednesday, being given to registra-

tion and to entrance and condition examinations. Every student is required to enroll at the Registrar's office on one of these days, and on the Thursday, Friday, and Saturday preceding the beginning of the second semester. A charge of $5.00 will be made for each enrollment after the days assigned for registration.

Students in the first semester of the Freshman year are limited to five courses, double courses in language counting as two. To take six courses in any subsequent semester a student must have attained an average of 75 per cent in the courses of the previous semester; to take seven courses he must have obtained an average of 80 per cent. In the second semester of the Senior year, a student may have permission, at the discretion of the Administration Committee, to take one more course than the number to which he is entitled by his grades, if necessary for graduation in June. Previous to that semester, seven is the highest number of courses that may be taken at one time. Students are charged $10 a semester for each extra course.

SCHOLARSHIP

The scholarship of the students is graded on the scale of 100 per cent, as follows:

A, 90–100 per cent; B, 80–89 per cent; C, 70–79 per cent; D, 60–69 per cent; E, below 60 per cent.

Reports of standing are made twice each semester, those made at mid-semester being merely tentative. At the end of the semester, reports are given on

cards, and notices of failures are sent to both student and parent.

Beginning with the Class of 1921, not more than one course below C grade in any semester will be counted toward graduation.

A student with 24 points to his credit at the beginning of the college year, not including credits received in Physical Education previous to 1919–20, will be ranked as a Sophomore for that year; one with 54 points, a Junior; one with 84 points, a Senior. At the beginning of the second semester a student who is ranked as a Freshman, but who has 39 points, not including Physical Education credits received previous to 1919–20, will be advanced to Sophomore rank; one ranked as a Sophomore, with 69 points, to Junior rank; one as a Junior, with 99 points, to Senior rank.

Credits for more than three courses will not be given an undergraduate at a Summer Session.

EXAMINATIONS

If a student is inexcusably absent from an examination it will be treated as a failure and will be recorded as a condition. A student unavoidably absent from college at the time set by the Registrar for taking the examination will be given his opportunity immediately upon his return to college or before the beginning of the corresponding semester of the following year. If he fail to meet this requirement, he must repeat the course with the following class if the subject is a required one.

The semester grade in any study is obtained by

combining the recitation mark with the examination mark in the ratio of three to one.

A student whose term mark in any course falls below 50 per cent is excluded from the examination and must, if the subject is a required one, repeat it with the following class.

A student will be conditioned whose combined recitation and examination mark at the close of a semester is below 60 per cent, and no student will be allowed to pass whose examination mark is below 50 per cent.

CONDITIONS IN COLLEGE WORK

A STUDENT who fails to pass an examination at the close of the first semester, and is thereby conditioned, is given an opportunity to take another examination either on the first day after the Easter recess, or on such one of the first three days of the next college year as shall be determined by the Registrar.

A student who is conditioned at the close of the second semester may take an examination on such one of the first three days of the next college year as shall be determined by the Registrar, or on the first day after the Christmas recess. In order to take such an examination, a request must be made to the Registrar one week in advance.

No exception will be made save in the following cases:

1. A Senior may take an examination for each deficiency, or condition, incurred during the Senior year, on the Friday preceding Commencement.

2. If the course in which a student has been conditioned is given in the Summer Session, he may remove the condition by taking that course and passing at its close an examination which will be based upon the regular college course and, if possible, be set by the instructor who imposed the condition.

To remove a condition the average of the term mark and the new examination mark combined in the ratio of three to one must reach 60 per cent.

Any student failing to make up a condition as provided for above must repeat the course with the following class if the subject is a required one, even though, from conflict of hours, or any other cause, it necessitates for him the temporary omission of some of the regular work of his class.

COLLEGE REGULATIONS

The College places in the hands of each student a pamphlet of regulations containing detailed information as to enrollment, attendance, scholarship, examinations, conditions, and student activities. The regulations here given are extracts from that pamphlet.

HONORARY APPOINTMENTS

The Faculty, under the direction of the Corporation, give two honorary appointments for Commencement: to the leader of the men in the Senior class the appointment of valedictorian, and to the leader of the women that of salutatorian. These appointments are of equal rank.

SPECIAL HONORS

As an incentive to best work by such students as have the ability to do more than should be required of the majority, and to promote and encourage special investigation in the various departments of the curriculum, the Faculty have established a system of honors. These are divided into two classes, Honors and High Honors, and are subject to the following regulations:

1. The candidate must have completed major work in the department in which Honors are sought.

2. Enough more than fifteen hours a week must have been carried in the undergraduate courses to insure to the candidate at graduation a surplus of at least six credits above the credits required for the Bachelor's degree.

3. The requirement of the six extra credits may be met by the fulfillment of work in research or special investigation assigned by the department in which Honors are sought; or by the completion of two C courses in that department, provided that they are of that grade which would be counted for the Master's degree.

4. The attainment of 80 per cent for Honors, or 90 per cent for High Honors, is requisite as an average rank in the courses which have been taken in completing the major work of the department, and also in the special work performed in the attainment of the six extra credits.

5. On the completion of the six extra credits, whether attained in independent investigation or in class-room work, an examination shall be given covering as much of the work of the department which the candidate has taken as shall be deemed necessary, and, at the discretion of the instructor, a thesis may be assigned.

6. If the additional six credits for an Honor be pursued

in class-room courses, these courses must be taken in accordance with the rules regarding extra hours.

7. Credits for Honors may be counted later toward the Master's degree.

These honors will be printed on the Commencement programme and in the next annual Catalogue, and will be certified to, when requested, by a written certificate from the President and the professor of the department, stating the nature and quality of the extra work done.

The degrees of A.B. and B.S. are conferred *cum laude* upon those who have attained an average rank, for the entire course, of 85 to 90 per cent; *magna cum laude* if that rank is 90 to 95 per cent; *summa cum laude* if it is 95 per cent or above.

PHI BETA KAPPA

The Middlebury Chapter of the Phi Beta Kappa Society is the Beta of Vermont. Those of the first one-fifth of the men, and of the first one-fifth of the women, of each graduating class who have attained an average rank of 87½ per cent for the first seven semesters of the college course are eligible for election to membership.

PRIZES

The Parker Prizes. Established by gift of Daniel Parker, Esq., in 1807, and Professor Frederick Hall in 1820. Two prizes of $20 and $10 to two of the competitors in the Freshman class who are adjudged the best speakers at a contest held at some time during the second semester.

The Merrill Prizes. Established in 1882 by bequest of Rev. Thomas Abbot Merrill, D.D., Trustee, 1806–55. Four awards, $25, $20, $15, and $10, to the four men of the Sophomore class adjudged the best speakers at the same contest.

The Deacon Boardman Peace Prize. Established in memory of Samuel Ward Boardman (1789–1870). An annual prize of $30 to the member of the Junior class submitting the best essay in favor of peace, and in opposition to war as a method for settling international differences. The essay must be creditable as a literary composition and consist of at least 2,000 words.

The Pedagogy Prizes. Two prizes of $30 and $20 for the students of the Department of Pedagogy submitting the best essays on educational topics.

The Latin Prizes. In the Latin Department, recognition is made of excellence in the work of the second semester of the Sophomore year, including the preparation of a note-book exhibiting the debt of English poetry to Horace, by a first prize of $10, and second and third prizes of photographs of classic art.

The George H. Catlin Classical Prize. In 1918 Mr. George H. Catlin of Scranton, Pa., established a prize, the income of a $1,000 Liberty Bond, the annual award to be made to that man in the Senior class whose college work in Greek and Latin is adjudged to be worthiest of the distinction. The awarding committee consists of the Head of the Department of Greek, the Head of the Depart-

ment of Latin and the Dean of the College.

THE KELLOGG LATIN-ENGLISH PRIZE. Established by gift of Prof. Brainerd Kellogg, LL.D., Litt.D., of the class of 1858, Trustee, "to encourage Latin and English." The income from $500 awarded annually to the two best papers in Horace.

THE EGBERT STARR LIBRARY

THE Library of Middlebury College is older than the institution itself. Before the granting of the charter the benevolent and progressive citizens of the town had collected some 500 well-chosen volumes for the use of students. Volumes bearing the autographs of some of the founders are still on the library shelves. In the early history of the College two flourishing student organizations, the Philomathesian and Philadelphian Societies, founded libraries which were unusually extensive and valuable for the time, and many of their volumes are still among the treasures of the College. Great improvement in the Library was made during the administration of President Cyrus Hamlin (1880–85), who removed the books from the Chapel to the north division of Painter Hall, and opened all the shelves to the students.

The beautiful and convenient marble Library now occupied was erected with funds bequeathed by Mr. Egbert Starr, and dedicated during the centennial exercises of the College in July, 1900. The cost of the building was $50,000, to which was added $5,000 for its decoration and $5,000 for the purchase of books by the son of the donor, Dr. M. Allen Starr. The front

of the building is wholly devoted to a large and convenient reference library, and the capacity of the stacks is 90,000 volumes. The entire Library, which is a depository of government publications, now contains about 45,000 volumes. The number of volumes added the past year was 2,181, exclusive of government documents. Students are granted free access to all the shelves. The building is open continuously through the day and evening, and Sunday afternoon. The reference rooms contain a large number of reviews and magazines, and reading rooms with daily and weekly papers are maintained in Painter and Pearsons Halls. Reference libraries are also provided in several of the Departments, the principal ones being Pedagogy, Chemistry, Physics, Biology, Drawing, and Greek.

The Library staff consists of three regular attendants and several students who are given employment by the hour. The appropriation for Library purposes is $4,760 for the present year, exclusive of the cost of heating, lighting, and janitor service.

The College is desirous of possessing as complete a collection as possible of the publications of Middlebury graduates, and alumni who are authors of either books or pamphlets are requested to coöperate in bringing this about by presenting the Library with copies of their works.

THE WARNER SCIENCE HALL

The Departments of Physics, Biology, Geology, Drawing and Surveying, and Home Economics are

quartered in Warner Science Hall, which was built in 1901 through benefactions of the late Ezra J. Warner, of the Class of 1861. The building is a memorial of his father, Hon. Joseph Warner, formerly a resident of Middlebury, and a Trustee of the College from 1850 to 1865. By the will of Mr. Warner the College has received a bequest of $25,000 for the care and maintenance of the Hall, and for the purchase of supplies for the departments which it accommodates.

The Department of Physics is located on the first floor, and comprises a main laboratory for student use with apparatus for study and investigation in Physical Science, a private laboratory for the instructor, and a physical lecture room.

In the summer of 1913 the Department of Chemistry was moved to a new building, and the second and third floors of Warner Hall were divided among the Departments of Biology, Geology, and Drawing and Surveying.

A pleasant and convenient laboratory of Home Economics has been fitted up and equipped.

Advanced study and independent research are encouraged in each of the natural and physical sciences, and in the modern and well-furnished laboratories of this building abundant opportunities are afforded to the student.

THE HALL OF CHEMISTRY

In September, 1913, the Department of Chemistry was established in the new laboratory building erected with a portion of the General Education Board fund of $200,000.

This building is 44 by 100 feet, three stories, and the basement is lighted with full-sized windows, so that for all practical purposes it constitutes another story. The material is Vermont marble, laid in random ashlar, with rubbed white marble trim.

In the basement are the combustion and assay rooms, the organic laboratory, the laboratory for water and milk analysis, the fan room for the extensive flue and ventilation system, a balance room, two dark rooms for photography, and four store rooms.

The first floor is used at present for the Departments of Romance Languages and Mathematics, and for a portion of the work in English.

The second floor provides two large laboratories for qualitative and quantitative work, a private laboratory for research work, a large library and conference room, a hydro-sulphide room connecting with the qualitative laboratory, two balance rooms, and a store room.

On the upper floor are the general chemical laboratory, which is fitted with fifty-six desks and ample hood room, a large lecture room with raised seats and a lecture table with hoods, a store room, a balance room, and the private laboratory and office of the head of the department.

The building is completely equipped with water, air, and gas pipes, and with electricity for light and power. The interior finish is white unglazed brick. The building is perfectly lighted by a hundred spacious windows, and is attractively located on the college quadrangle, facing the McCullough Gymnasium.

THE MUSEUM OF NATURAL HISTORY

Among the professors of the College for many years have been men of marked ability in natural science, who have shared with the institution the fruits of their researches. One of the earliest geological surveys of Vermont was conducted by Professor Charles B. Adams, who then occupied the chair of Natural History. He laid the foundation for the large collection of fossils representing the different geological formations. The work of Professor Henry M. Seely, long connected with the College, is in evidence in the large collection of fossils of the Champlain Valley.

In Botany, the complete series of the flowering plants and ferns of the Champlain region, which was collected by President Brainerd, is especially notable. This herbarium is constantly increasing, and valuable additions have been made in recent years in the higher fungi and other cryptogamous plants gathered by Dr. Edward A. Burt.

The Zoölogical Museum has recently received accessions from the Smithsonian Institution and from Hon. A. Barton Hepburn, of the Class of 1871.

THE McCULLOUGH GYMNASIUM

In 1910 Hon. John G. McCullough of Bennington offered to give $25,000 toward the erection of a gymnasium, and the alumni of the College completed a gymnasium fund of $50,000 at Commencement of that year. The building was dedicated at the Commencement of 1912. The material is light marble, and the style colonial, like the other buildings of the Col-

lege. The dimensions are 110 by 57 feet. The main floor contains a large exercising room and basket-ball court, with a room for smaller gymnastic classes, which also serves as a stage for dramatic representation. The first floor contains a locker room, with space for 375 lockers, abundant shower baths, director's office and examination room, faculty locker room, two handball courts, boxing and fencing room, and quarters for visiting athletic teams. A convenient serving room renders the building available for college banquets.

PHYSICAL EDUCATION

The aim of the College in its Department of Physical Education is to investigate and care for the health of each student, and to furnish a thorough training in physical and health education. The large and increasing demand for men and women sufficiently trained to organize and supervise recreation, playground, and community health activities opens a very attractive and remunerative field.

The Department of Physical Education in Middlebury College commands the expert services of two instructors, Prof. Arthur M. Brown for the men, and Miss Maron L. Young for the women. Every Freshman is given a thorough physical examination, measurements and records are kept, corrective exercises are prescribed where needed, and students are encouraged to organize and carry on a great variety of out-of-door sports under the general supervision of these directors. Professor Brown is assisted by a coach in baseball. General

supervision of athletics is exercised by the Athletic Council, composed of members of the faculty, alumni and students, Assistant Professor Phelps N. Swett, Chairman.

THE PORTER ATHLETIC FIELD

THE College recently acquired a new athletic field, purchased and equipped at a cost of $10,000, the gift of a friend. The field is east and south of the Library, lands extending from the Cornwall road to South Street, owned recently by Professor Howard, the Linsley estate, and Mr. J. Edwy Buttolph, but known to older graduates as part of the Porter farm. It is about eighty acres in extent, beautifully situated, rolling meadow and pasture, with never-failing springs and a grove of large pines, and commands an extensive view of the Green Mountains. A quarter-mile cinder track has been built, and also a field for baseball and football. A residence street, extending from Main Street to South Street, has been constructed. The athletic field is known as Porter Field.

A grand stand, with locker and dressing rooms and shower baths, and also a skating pond, have recently been constructed.

In 1917 the College acquired one hundred additional acres with a frontage on the river. A large boat house has been constructed at a cost of $5,000.

COLLEGE OFFICES

THE office of the President is located on the third floor of the Chapel. The President may be seen from 10:30 to 12 A.M. every day except Sunday, and consultation

by students on any subject of importance to them is cordially invited. When the President is out of town the Dean is in charge of the College. A catalogue of all graduates, former students, and friends of the College is kept in the office, and prompt notification of change of address is requested.

The Dean's office is in Painter Hall, middle division. Men desiring to be out of town while College is in session should first secure permission there. Excuses for absence are also presented at that office.

The Dean of Women has her office in the north division of Painter Hall, where women may offer reasons for absence.

The office of the Registrar is in Painter Hall, middle division. All students are expected to register at the beginning of each semester. The Registrar's office will be open for this purpose on and after the Monday beginning the college year.

The Treasurer of the College has his office in the Battell Block. At the opening of the college year, and again at the beginning of the second semester, the Treasurer will establish a temporary office in one of the College buildings, for the convenience of students in the payment of bills.

THE MEAD MEMORIAL CHAPEL

On May 15, 1914, ex-Governor John A. Mead, of the Class of 1864, signified his desire to erect a chapel for the College. His letter of gift said: "I have in mind a dignified and substantial structure in harmony with the other buildings of the College, and expressive of

the simplicity and strength of character for which the inhabitants of this valley and the State of Vermont have always been distinguished."

In accordance with this gift the Mead Memorial Chapel was erected in 1915–16 and dedicated at the Commencement of 1916. It is a most beautiful white marble structure, colonial in design, of the New England meeting-house type, with a rich and impressive interior. The large chancel has accommodations for the Faculty and a student choir. The chapel contains a large pipe organ. In the tower is a chime of eleven bells, the gift of ex-Governor and Mrs. Mead.

FLETCHER D. PROCTOR FUND

A FUND of $10,000 was established in 1918, to be known as the Fletcher D. Proctor Fund for American History, the income of the investment to be applied toward the payment of the salary of an instructor to teach American History.

RELIGIOUS SERVICES

A CHAPEL service is held each week-day at 10 A.M. Attendance is required. A vesper service with sermon is held on Sunday at 5 P.M., and all students are required to attend unless excused for urgent cause. These services are conducted by the President and men of eminence of various denominations who act as college preachers. The music is in charge of the Director of the Music Department. The vested choir is composed of twenty-four students, chosen by competition.

Student religious services and Bible classes are held under the auspices of the Young Men's and Young Women's Christian Associations.

The college is non-sectarian, having never had any official connection with any church, but seeks to promote a healthful religious influence.

HEPBURN HALL

A NEW dormitory and commons for men has been erected for the College by Hon. A. Barton Hepburn, of the Class of 1871. Accommodations for one hundred men are contained in a five-story building, 150 by 65 feet. Connected by a loggia is the three-story commons, 67 by 34 feet. The exterior is brown tapestry brick, with gray stone trim. The design is colonial, in harmony with other buildings of the College. The construction is fire-proof, with composition floors and brick and tile partitions.

The rooms are *en suite*, with a study for each two men. All bedrooms are single. Each suite is connected with a toilet room. There are two separate shower-bath rooms on each floor, with three showers each. All rooms are outside and are well lighted.

The commons contains a dining hall for 115 persons, the kitchen and store rooms being below. Above the dining hall are social rooms of equal size, pleasant meeting and reading rooms for the men of the College. The largest room is uniquely decorated with trophies of the hunting expeditions of Mr. Hepburn in Africa and Western North America. No pains have been spared to make the complete building a safe, healthful, and convenient college home for men.

The rooms are furnished with single bed, mattress, desk, chiffonier, and chairs for each student.

The location of Hepburn Hall, on one of the highest points of the campus, commands views of exceptional beauty of the village, Otter Valley, and both the Green and the Adirondack mountains.

The charge for rooms is from $60 to $100 a year for each occupant, depending upon location. Full janitor service is provided and there is no additional charge for heat or light. A matron has her home in the building. Special circular, with floor plans, will be sent on application to the Dean.

PAINTER AND STARR HALLS

Painter Hall was completed in 1815. It is the oldest college building in Vermont, and one of the best examples of colonial architecture in New England. It was first known as West College, but since 1846 has borne the name of Gamaliel Painter, one of the founders of the College and a generous benefactor.

Starr Hall was built in 1861, and was rebuilt, after a disastrous fire, in 1865. The funds for its erection were contributed by Charles and Egbert Starr. It has thirty-two suites, designed for two students each, consisting of study, bedroom large enough for two single beds, and closets.

Both halls are of gray limestone, and are substantial and comfortable buildings. A few years ago they were remodeled and furnished with bathrooms, water-closets, steam heat, and electric light. The charges for rooms in both dormitories are the same, and are ex-

ceedingly moderate: $40 a year per student when two occupy a room, and $80 when a room is occupied singly, including light and heat in each case. The rooms in both halls are furnished with single iron beds; other furniture must be provided by the student, and may be purchased in Middlebury. Students should bring bedding.

ASSIGNMENT OF ROOMS

In assigning rooms, preference is given to students in College in order of classes. A drawing for rooms for 1919–20 will be held April 26, 1919. Students now occupying rooms, and desiring to retain the same, may do so by depositing $5 advance payment on room rent with the Dean before April 26. Others desiring rooms for next year, including incoming students, may secure reservations by making the $5 advance deposit. Such reservations may not be canceled after September 1. Students reserving rooms are responsible for room rent during the year, unless they withdraw from College. Rooms not taken April 26 will be assigned to students applying later in order of application, irrespective of classes.

The halls will be ready for occupation by the students on the noon of the Saturday that precedes the opening of College after any vacation period; they will be closed for all vacation periods on the noon of the first Saturday after the period begins.

HALLS OF RESIDENCE FOR WOMEN

Pearsons Hall, a new building for women, was opened at the beginning of the college year in 1911. It is located on a commanding height overlooking the village, from which wide views of the Adirondacks and Green Mountains are obtained. The hall is of marble, of pleasing colonial design, and contains a large social hall, a gymnasium, and dressing and bathing rooms, besides both single and double living rooms.

Battell Cottage was enlarged in 1910, the addition furnishing the dining hall and kitchen for both the Cottage and Pearsons Hall. The two buildings together accommodate about one hundred women.

A new home for women, accommodating fifteen, was constructed in the summer of 1913. It is located on the campus of the Women's College, and is known as Hillside Cottage.

The College has recently purchased an additional residence, known as Hillcrest, located near Battell Cottage, which will be used as a hall of residence, accommodating eighteen women.

The price of board and room in each building is $250 a year, payable semi-annually in advance to the Treasurer of the College. Applications for rooms may be made to the Dean of Women, Middlebury College.

EXPENSES

The location of the College favors economy, and the expenses of students have been kept moderate.

The charges of the College are small, and the general expenses of students should not be large. The following table indicates the principal items:

Tuition	$100.00
Room rent in Hepburn, Starr, or Painter Hall, including heat and light	40 to 100.00
Table board for 37 weeks, at $5 a week	185.00
Gymnasium and Athletic Fee:	
Men	10.00
Women	5.00
Graduation Fee (Seniors only)	11.00

In most of the elective courses in Chemistry, Biology, and Physics, a laboratory fee for each semester is charged, as specified in the announcements of the several courses.

The charges for room rent are on the supposition that two students occupy a suite. When a student rooms alone, the charge for rent is doubled.

Board and room for women in Pearsons Hall, Battell Cottage, and Hillside Cottage are $250 a year, payable semi-annually in advance.

The payment of bills, including room rent, is required at the opening of each semester, before the student enters upon college work. This rule includes the charge for board at the halls for women. On registration, a certificate of payment from the Treasurer's office is required.

The charge for tuition is the same for men and women. From $400 to $500 should suffice for all expenditures, and by strict economy many students maintain themselves on less. Attention is called to the sections on Self-Help and Scholarships.

SELF-HELP

For many years Middlebury has been known as a college at which exceptional opportunities are afforded to students who must depend largely upon their own resources in securing an education. The principal assistance a college can render in this respect is in keeping expenses down, especially the charges for room and board. Employment by which the student may earn a part of his expenses can frequently be obtained about the College or in the village, although no definite statement can be made before the student has arrived and his capacity and fitness are determined. While, however, the College can promise nothing to untried candidates, it will help in every way possible all who prove themselves capable and willing. Occupations in which students find employment are waiting on table, care of furnaces, farm and garden work, typewriting, tutoring, acting as monitors, janitor service, singing in the choir, etc. The Dean conducts an employment bureau for men, and applications for work should be made to him.

SCHOLARSHIPS

The College has a generous number of student benefits, many of them given in early years at great self-sacrifice on the part of the donors. The income of these funds is expended exclusively in payment of the tuition, in part, of needy and deserving students of good deportment and application. When the number of students was much smaller, these funds allowed a somewhat more liberal bestowment of beneficiary aid

than is now possible. It is not expected that those whose circumstances admit the full payment of college bills will apply for scholarship assistance. It is earnestly desired, however, that, where need requires, those who might not otherwise be able to receive a college education will apply for aid from this source. The College has a long record of special encouragement to those who are obliged to secure an education largely through their own efforts. Correspondence concerning scholarships should be directed to the President, who will furnish blanks for application.

Any scholarship may be forfeited at any time during the course through negligence or misconduct. When a student incurs more than one condition in any semester, or when his passing grade has been raised twice in any course, or once in any two courses, in any semester, because of unexcused delinquencies, the scholarship allowance for that semester is thereby forfeited.

Among the student benefits dispensed by the College are the following:

The Waldo Fund, $10,000, established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston.

The Baldwin Fund, $28,121, received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N. J.

The Warren Fund, $3,000, given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel Ministry.

The Fairbanks Scholarships, $2,000, established by Thaddeus Fairbanks, Esq., of St. Johnsbury.

The Levi Parsons Scholarships, established by Hon. Levi Parsons Morton of New York City.

The Daniel O. Morton Scholarship, established by Hon. Levi Parsons Morton of New York City.

The Penfield Scholarship, $1,000, established by Allen Penfield, Esq., of Burlington.

The Emma Willard Scholarship, $2,000, established in 1895 by the Emma Willard Association, for the benefit of deserving young women.

The Charles A. Field Scholarship, $300, given to the village of Proctor, Vermont, "as a memorial of regard for Fletcher Dutton Proctor and of gratitude to him, and for courtesies received at the hands of other residents of said village."

The A. P. Stafford Fund, $1,000, established "to assist needy students from Wallingford to an education."

The Windham County Congregational Conference Scholarship, $600.

The Joseph Battell Scholarships, $1,000 annually for young women of Addison County.

STATE SCHOLARSHIPS

The College receives from the State of Vermont an annual appropriation of $4,800 for the payment to the amount of $80 annually of the tuition and incidental

college charges of sixty students, one of whom shall be designated and appointed each year by each Senator in the General Assembly, such appointment to be made for two years by such Senator from his respective county, provided any suitable candidate shall apply therefor, otherwise from any county in the State.

Any Vermont student desiring to take advantage of a State scholarship should apply to one of the Senators of the county in which he resides, and the Senator may thereupon give him a certificate of appointment for a period of two years. Should the Senators in the applicant's county already have made appointments, the student should immediately apply to the President of the College, as there may be a vacancy from some other county of which the applicant may avail himself. Under the present statutes, each Senator may make one appointment each year, and each scholarship is good for two years.

Students of both sexes are eligible for appointments to State scholarships. The same regulations as to forfeiture through misconduct and incurring conditions apply to State scholarships as to student benefits owned by the College.

THE GENERAL CATALOGUE

Copies of the 1915 General Catalogue of Middlebury College are still available. An immense amount of painstaking care went into the preparation of this work, and a comparison of its pages with those of its predecessor of 1900 will show at once

its greater scope and value. Every feature which has made the earlier work so indispensable during the last seventeen years is retained in the present volume, and new features increasing both the extent and the accessibility of the contents have been added. The biographical records since 1900 are, of course, entirely new, but those of earlier classes, back to the very beginning of the College, have been brought to date and supplemented wherever possible. The reception accorded the General Catalogue of 1900 was most enthusiastic, and it is believed that even higher praise may rightfully be bestowed on the new volume. The price of the Catalogue, handsomely bound in a dark blue cloth and uniform with the 1900 edition, is $2.00, postpaid. Orders should be sent to Dean E. J. Wiley.

THE ASSOCIATED ALUMNI

The officers and committees of the Associated Alumni of the College for 1918–19 are: President, A. A. Sargent, '94; Vice-Presidents, G. W. Stone, '99, H. F. Markolf, '04; Secretary and Treasurer, E. J. Wiley, '13; Central Committee, F. W. Cady, '99; H. L. Cushman, '07; W. M. Haller, '15; Necrological Committee, T. E. Boyce, '76; S. S. Eddy, '94; P. E. Mellen, '04.

ALUMNI AND ALUMNAE ASSOCIATIONS

The officers of the New York Association are: President, G. D. Scott, '95; Secretary, F. C. Ryder, '11; Executive Committee, L. F. Hovey, Ex-'04, C. W. Murdock, '10, W. F. Youngs, '14.

The officers of the Boston Association are: President, O. K. Collins, '02; Vice-President, Miss Isabelle Cole, '06; Secretary and Treasurer, J. E. Rourke, ex–'19; Executive Committee, F. S. K. Hunt, '15,* E. W. Howe, '69, Mrs. Rachel Pike Phinney, '12.

The officers of the Vermont Association are: President, B. L. Stafford, '01; Vice-President, H. L. Skeels, '98; Secretary and Treasurer, E. J. Wiley, '13.

The officers of the Western New England Association are: President, D. D. Jackson, ex–'13; Secretary, Miss Nellie I. Button, '01; Treasurer, Mrs. E. Blanche Moore Severance, '05.

The officers of the Alumnae Association are: President, Mrs. Cecile Child Allen, '01; Vice-President, Mrs. Maude Smith Gooding, '03; Secretary and Treasurer, Mrs. E. Pruda Harwood Wiley, '12; Executive Committee, Mrs. Marjorie Lee Selden, '16, Miss Adalaide Ross, '15.

The officers of the Worcester County (Mass.) Alumnae Club are: President, Miss Grace M. Ellis, '12; Secretary and Treasurer, Miss Anne F. Smith, '06.

The officers of the Connecticut Alumni Association are: President, H. R. Denison, ex–'14; Secretary, Miss Bertha C. Duncan, '05; Treasurer, E. C. Cole, '15; Executive Committee, J. M. Ricker, '06, C. L. Smiddy, '13.

* Died, January 10, 1919.

NEEDS OF THE COLLEGE

THE recent gifts to the College, including the Liberty Loan Endowment, of over $400,000, have placed the institution upon a substantial foundation. But the increased demands placed upon colleges by the needs of the present day make it desirable for Middlebury to still further enlarge her general endowment, and particularly to make provisions for scholarship and loan funds for worthy and needy students. The College stands much in need of a few additional buildings, particularly a gymnasium for women and a recitation hall. The College must rely chiefly upon private benefactions, and its services to the nation in the past one hundred and eighteen years justify an appeal for additional gifts.

FORMS FOR BEQUESTS

THE corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

I give and bequeath to "The President and Fellows of Middlebury College," a corporation of the State of Vermont, the sum of _____ dollars, to be used by the Trustees of said College for such purposes and in such manner as they shall deem appropriate.

I give and bequeath to "The President and Fellows of Middlebury College," a corporation of the State of Vermont, the sum of _____ dollars, to be invested by the Trustees of said College, and the income thereof to be applied to the uses of said College in accordance with the terms of its charter.

DEGREES CONFERRED IN 1918

HONORARY DEGREES

Doctor of Laws

Abram I. Elkus
Horace F. Graham
Augustus N. Hand
William B. C. Stickney

DEGREES IN COURSE

WITH COMMENCEMENT APPOINTMENTS

Bachelor of Arts

Richard Harrison Buffum†¶
James Cardell
Henry Hamblin Chapman†
Britton Armstrong Everitt
Louis Greene
Forrest Guilford Myrick
Urban Henry Parker
Frank Carl Whitney

Irene Lamson Adams
Elsie Agnes Atwell
Estella Louise Atwell§‡¶
Dorothy Elizabeth Brewster
Dorothy Helen Brown
Ruth Mary Bryant†¶[1]
Alice May Chynoweth†
Helen Seymour Clift[6]
Goldie Josephine Courtemanche†[3]
Marion Alice Dean[6]
Helen Alexandra Diehl
Hazel Grace Doody
Marion Grace Elmer
Bertha Elizabeth Farrell‡¶[2]
Elsie Langworthy Foote[4]
Alice Katherine Fuller‡¶
Alice Catherine Halpin
Margaret Mae Harris[1]
Ruth Avaline Hesselgrave[6]
Bessie Cornelia Jennings†[5]
Marguerite Helon Jones†
Josephine Frances Menotti†¶[2]
Helen Beatrice Newton†

Ruth Louise Norris†
Louise Harrison Reynolds[1]
Marguerite Rogers‡¶[6]
Lucy Smith
Faith Walker
Christine Jane Webster

Bachelor of Science

William Russell Brewster
Henry Mabbitt Crippen, Jr.
Harold Franklin Drew
Robert Samuel English
Charles Julius Lyon||‡¶
Carl Huntress Moulton
Marion Smith Webb
Margaret Chatfield
Clarissa Ina Cooledge
Hannah Dvorcef‡¶
Katherine Howard Hurd†
Dorris Annie Kendall
Charlotte Corlusier Marsh
Elsie Monteith
Frances Mary Pray‡

|| Valedictory Honors
§ Salutatory Honors
‡ Degree conferred *magna cum laude*
† Degree conferred *cum laude*
¶ Phi Beta Kappa.
NOTE—|| and § are of equal rank.

[1] Honors in English
[2] High Honors in French
[3] Honors in French
[4] Honors in German
[5] Honors in Home Economics
[6] Honors in Latin

SERVICE LIST OF THE CLASS OF 1918

The following men were members of the Class of 1918 at the time of their withdrawal from College to enter the national service.

Lester Nelson Allyn
Walter Edward Anderson
Charles Effingham Bartlett
Roscoe Edwin Dake
Irving Willard Eastman
Walbridge Birney Fullington
Edward Shepard Huntley
Edgar Lawrence Lord
Raymond Corwin Mudge
Carroll Ross Stearns
Guy Eugene Wheelock
Stanley Victor Wright

PRIZES AWARDED

PRIZE SPEAKING AWARDS

MERRILL PRIZES

Class of 1920

First Prize. Albert Austin Houghton
Second Prize. Hollis Raymond Cooley
Third Prize. Henry Seely Thomas
Fourth Prize. William Allen Huggard

PARKER PRIZES

Class of 1921

First Prize. Donald Edward Homans
Second Prize. Lawrence Jonathan Pierce

PRIZES IN HORACE

First Prize. Anna Pauline Locklin, '20
Special First Prize. Mary Edith Bliss, '20
Second Prize. Corinne Marshall Weber, '20
Third Prize. Mary Louise Smith, '20

PRIZES IN PEDAGOGY

First Prize. Raymond Clyde Willey, '20
Second Prize. Mildred E. Jenkins, '21

GEORGE H. CATLIN CLASSICAL PRIZE

Henry Hamblin Chapman, '18

DEACON BOARDMAN PEACE PRIZE

James Dayton Searles, '20

STUDENTS

NOTE. Those whose names are marked with an asterisk have been in service in the Great War. The letter *a* after the name of a student indicates that he is a candidate for the degree of Bachelor of Arts; the letter *s*, that he is a candidate for the degree of Bachelor of Science.

SENIORS: CLASS OF 1919

* Wallace Chase Bascom	*a*	*Hollis, N. H.*	20 Hepburn Hall
* Don Alexander Belden	*s*	*Akron, Ohio*	K. D. R. House
Manuel Octavio Bolivar	*s*	*North Adams, Mass.*	D. K. E. House
William Raymond Canty	*s*	*Rutland*	Chi Psi Lodge
* Henry Dwight Carle	*s*	*Hyde Park, Mass.*	K. D. R. House
Stuart Dunshee Douglas	*s*	*Quincy, Ill.*	16 Hepburn Hall
* Leland Edward Fanning	*a*	*Laurel, L. I.*	23 Hepburn Hall
* Frank Seraf Gredler	*a*	*Norwich, Ct.*	36 Hepburn Hall
* Clarence Edwin Hamilton	*a*	*Knowlesville, N. Y.*	18 Hepburn Hall
* Franklin Adrian Hebard	*s*	*Southbridge, Mass.*	7 Hepburn Hall
* Roland Carlysle Holbrook	*s*	*Middlebury*	K. D. R. House
* Frederick Langdon Jones	*s*	*Castleton*	Chi Psi Lodge
* Dexter Horace Mead	*s*	*Cornwall, Ct.*	33 Hepburn Hall
* Charles Lynn Montgomery	*s*	*South Shaftsbury*	8 Hepburn Hall
* Paul Eli Pitkin	*s*	*Marshfield*	K. D. R. House
Robert Leroy Taylor	*s*	*Jay, N. Y.*	8 Hepburn Hall
* Howard Whitman Watson	*a*	*Dorchester, Mass.*	18 Painter Hall
* Stanley Victor Wright	*a*	*Middlebury*	11 Weybridge St.

JUNIORS: CLASS OF 1920

* Leon McKinley Adkins	*a*	*Ticonderoga, N. Y.*	K. D. R. House
* James Philip Bower	*s*	*Arlington Mass.*	D. K. E. House
* William Savage Brackett	*s*	*New Britain, Ct.*	D. K. E. House
* David Joseph Breen	*s*	*College Point, N. Y.*	24 Hepburn Hall

* Herbert Cecil Brokenshire	*s*	*Charleston, S. C.*	24 Hepburn Hall
* Haskins Bishop Canfield	*s*	*Somerville, N. J.*	D. K. E. House
* Frederick Henry Carpentier	*s*	*Rutland*	5 Hepburn Hall
* Samuel Cohen	*a*	*Newark, N. J.*	8 Hepburn Hall
Hollis Raymond Cooley	*a*	*Randolph Center*	33 Hepburn Hall
* Guy Omeron Coolidge	*a*	*Rutland*	5 Hepburn Hall
* Harold Dewey Ellsworth	*s*	*Lake George, N. Y.*	3 Weybridge St.
* Raymond Kellogg Farnham	*a*	*Shoreham*	D. K. E. House
* Percy Earl Fellows	*a*	*Derby Center*	39 Hepburn Hall
* Alan Winslow Furber	*s*	*Dorchester, Mass.*	18 Painter Hall
* Samuel Theodore Ginsburg	*s*	*Waterbury, Ct.*	35 Hepburn Hall
* Allen Leonard Grant	*a*	*Bristol*	6 Hepburn Hall
* Channing Hildreth Greene	*s*	*N. Brookfield, Mass.*	23 Hepburn Hall
Homer Blakely Harris	*s*	*Middlebury*	Middlebury, R.D. 1
* Albert Austin Houghton	*s*	*Wallingford*	15 Hepburn Hall
* William Allen Huggard	*a*	*Brookfield*	31 Hepburn Hall
* Harry Elmer Jenne	*a*	*Newport*	123 S. Main St.
* Joseph Philip Kasper	*s*	*New York, N. Y.*	D. K. E. House
* Charles Stanley Kinne	*a*	*West Pawlet*	K. D. R. House
* David Philip Locklin	*a*	*Richford*	49 Hepburn Hall
William Edwin McMaster	*a*	*North Thetford*	49 Hepburn Hall
* Arthur Gordon Miesse	*s*	*Ridgewood, N. J.*	28 Hepburn Hall
* Solymn Donald Miner	*a*	*Brandon*	K. D. R. House
* Daniel Howard Moreau	*s*	*Freehold, N. J.*	Chi Psi Lodge
* Clesson Wallace Parker	*s*	*New Britain, Ct.*	D. K. E. House
* David Willard Reid	*s*	*Adams, Mass.*	Chi Psi Lodge
* Emerson Baldwin Ross	*s*	*Poultney*	Chi Psi Lodge
* Stewart Ross	*a*	*West Rutland*	Chi Psi Lodge
* Ralph Egbert Sincerbox	*s*	*Wassaic, N. Y.*	31 Hepburn Hall
* Harold Butler Tatro	*s*	*North Adams, Mass.*	D. K. E. House
* Henry Seely Thomas	*s*	*Middlebury*	47 Hepburn Hall
* Gilbert Brewer Thomson	*s*	*Amherst, Mass.*	17 Hepburn Hall
George Harold Woodward	*s*	*Camden, N. J.*	27 Hepburn Hall
* Malcolm Gilmore Wright	*a*	*Rutland*	9 Hepburn Hall

SOPHOMORES: CLASS OF 1921

Philip Deane Aines	*s*	*Middlebury*	41 South St.
* Wilbur Locke Barrows	*s*	*Johnson*	40 Hepburn Hall

LeRoy Rollin Bigelow	*a*	*Rutland*	42 Hepburn Hall
* Lorimer Hamilton Brown	*s*	*Manchester Center*	Chi Psi Lodge
* Francis Patrick Carrigan	*a*	*Middlebury*	Battell Block
* William Cohen	*s*	*Newark, N. J.*	45 Hepburn Hall
* Sam Pettengill Davis	*s*	*Newport*	K. D. R. House
Macleod Lovell Douthit	*s*	*Petersham, Mass.*	10 Painter Hall
* Harold Dewey Elmer	*s*	*Middlebury*	K. D. R. House
* Ernest Chester Franklin	*s*	*South Newbury*	17 Hepburn Hall
* Frank Wendell Gorthey	*s*	*Johnstown, N. Y.*	30 Hepburn Hall
* Arthur Tatner Harding	*s*	*W. Boothbay Harbor, Me.*	44 Hepburn Hall
* Francis Nathaniel Hinchey	*s*	*Rutland*	Chi Psi Lodge
* George Joseph Keppler	*s*	*Woodland, N. Y.*	D. K. E. House
* Linwood Brackett Law	*s*	*Middlebury*	19 Hepburn Hall
* Fred Almon McClunin	*s*	*Bristol*	15 Hepburn Hall
* Leon Worrick McFee	*s*	*Canajoharie, N. Y.*	21 Hepburn Hall
* Roland Ernest McSweeney	*s*	*St. Johnsbury*	19 Hepburn Hall
* Ivan LeBaron Manzer	*a*	*Windsor*	K. D. R. House
* John Wilbur Mead	*a*	*Rutland*	D. K. E. House
* George Miske	*s*	*Waterbury, Ct.*	35 Hepburn Hall
* Dwight Lyman Moody	*a*	*Middlebury*	22 Seminary St.
* Raymond Smith Noonan	*s*	*Buffalo, N. Y.*	3 Hepburn Hall
* Lawrence Jonathan Pierce	*s*	*Hyde Park, Mass.*	K. D. R. House
* George Durham Rothermel	*s*	*Camden, N. J.*	28 Hepburn Hall
* Robert Batchelder Shepardson	*a*	*Reading, Mass.*	14 Hepburn Hall
Clifford Wayne Spencer	*a*	*Maryland, N. Y.*	32 Hepburn Hall
* Gordon Augustus Swan	*s*	*Glens Falls, N. Y.*	Chi Psi Lodge
* Arnold Bowerman Swift	*s*	*West Falmouth, Mass.*	4 Hepburn Hall
* Robert Peckham Valentine	*s*	*Akron, Ohio*	K. D. R. House
* Carroll Southwick White	*s*	*Clinton, Mass.*	43 Hepburn Hall

FRESHMEN: CLASS OF 1922

* John Matthew Bachulus	*s*	*New Britain, Ct.*	7 Hepburn Hall
Charles Curtis Baldwin	*s*	*Rutland*	Chi Psi Lodge
Milton Loyal Barnes	*s*	*Pittsford Mills*	20 Hepburn Hall
Julian MacLaurie Bishop	*a*	*Poughkeepsie, N. Y.*	11 Weybridge St.
* Karl August Brautigam	*s*	*South Orange, N. J.*	16 Painter Hall

* Harry Earle Brown	*a*	*Rutland*	14 Painter Hall
* Morton Sydney Butler	*s*	*New Haven, Ct.*	17 Painter Hall
* Gerald Hemenway Cabot	*s*	*Windsor*	50 Hepburn Hall
* Jeremiah Curtin Cardell	*s*	*Bristol*	K. D. R. House
* Francis Carlisle Coates	*s*	*Montpelier*	20 South St.
* William Raymond Cole	*a*	*Orleans*	29 Hepburn Hall
* Lynden Milo Cool	*s*	*So. Glens Falls, N.Y.*	41 Hepburn Hall
George Arthur Cowles	*a*	*Derby Line*	39 Hepburn Hall
* Charles Winthorp Crew	*s*	*Dalton, Mass.*	20 South St.
Stanley Roderick Dixon	*s*	*New Britain, Ct.*	Chi Psi Lodge
* John Louis Donnelly	*s*	*Auburn, N. Y.*	29 Hepburn Hall
* Russell Elsworth Duncan	*s*	*Middlebury*	Battell Block
* Russell Elmer Everest	*s*	*New Haven*	43 Hepburn Hall
William Henry Fitzpatrick	*s*	*Ottawa, Can.*	26 Hepburn Hall
* James Warner Fletcher	*s*	*Middlebury*	13 Painter Hall
* James Rankin Geddes	*s*	*Flushing, L. I.*	17 Painter Hall
* Rutherford John Gettens	*s*	*Mooers, N. Y.*	51 Hepburn Hall
* Albert Frank Gollnick	*s*	*Milwaukee, Wis.*	22 Hepburn Hall
* John Francis Hagearty	*s*	*New Britain, Ct.*	9 Painter Hall
* Roger Truman Hall	*s*	*Readfield Depot, Me.*	46 Hepburn Hall
Thomas Powell Hanford	*s*	*Kensington, Ct.*	3 Weybridge St.
* Earle Eudell Haskins	*s*	*Bradford*	18 Hepburn Hall
* Alden Kelley Hay	*a*	*Derby*	42 Hepburn Hall
* Donald Edward Homans	*s*	*Ipswich, Mass.*	4 Hepburn Hall
* John Brennan Horner	*s*	*West Pawlet*	34 Hepburn Hall
* Charles Edwin Howard	*s*	*Arlington, N. Y.*	15 Painter Hall
* Donald Charles Howe	*s*	*Canton, N. Y.*	9 Hepburn Hall
* Harry Joseph Hulihan	*s*	*Center Rutland*	1 Weybridge St.
Philip Sedgwick Judd	*s*	*Wallingford, Ct.*	16 Painter Hall
* Byron Francis Kelly	*s*	*Woodstock*	44 Hepburn Hall
* Thompson Bennett Kerr	*s*	*Neponset, Mass.*	2 Hepburn Hall
* George Lawrence Kinne	*s*	*West Pawlet*	34 Hepburn Hall
* Merton Donald LaFountain	*s*	*Newport*	51 Hepburn Hall
* James Michael Lamere	*s*	*Ludlow*	40 Hepburn Hall
Henry Elliott Lane	*s*	*Ottawa, Can.*	13 Painter Hall
* Joseph Lawrence Lavin	*s*	*Boston, Mass.*	D. K. E. House
* Herbert Carl Leach	*s*	*Pawlet*	2 Hepburn Hall
* Maurice Foote Lee	*s*	*Vergennes*	3 Hepburn Hall

George Truman Lewis	*a*	*Crown Point, N. Y.*	16 Hepburn Hall
* Gerald Hane Lohr	*s*	*Germantown Pa.*	32 Hepburn Hall
* Allan Burton MacDonnell	*s*	*Shirley, Mass.*	21 Hepburn Hall
* Cornelius Stockwell Moody	*s*	*Middlebury*	22 Seminary St.
James Albert Mooney	*s*	*Wallingford*	10 Painter Hall
* Ralph Livingston Myers	*s*	*Mineville, N. Y.*	9 Painter Hall
* Henry Emmanuel Nilsen	*s*	*New Britain, Ct.*	3 Weybridge St.
* Ridley Jesse Norton	*s*	*Bristol*	6 Hepburn Hall
* Merwin Oscar Peterson	*s*	*New Britain, Ct.*	13 Hepburn Hall
John Potenza	*s*	*Hartford, Ct.*	Sargent House
* Barney Fred Potratz	*s*	*Milwaukee, Wis.*	22 Hepburn Hall
* John Hermon Prescott	*s*	*Mt. Carmel, Ct.*	25 Hepburn Hall
* Hugo John Ratti	*s*	*Proctor*	46 Hepburn Hall
* Frederick Peloubet Reimer	*s*	*East Orange, N. J.*	27 Hepburn Hall
* Charles Henry Reinbrecht	*a*	*Ridgewood, N. J.*	38 Hepburn Hall
* George Levi Richardson	*s*	*W. Springfield, Mass.*	K. D. R. House
* Eugene Locke Robinson	*s*	*Windsor*	30 Hepburn Hall
* Paul Mylrea Ross	*s*	*Poultney*	38 Hepburn Hall
John Charles Saur	*s*	*Bridgeport, Ct.*	Chi Psi Lodge
* Hadley George Spear	*s*	*Woodstock*	25 Hepburn Hall
* Carroll Edward Stevens	*s*	*Hallowell, Me.*	46 Hepburn Hall
* Edmund Farrington Stockwell	*a*	*Montpelier*	32 Hepburn Hall
* Joseph Wetzel Timberman	*s*	*Jamesburg, N. J.*	33 Court St.
Leighton Tilton Wade	*s*	*Rutland*	Chi Psi Lodge
* John Howard White	*s*	*Bondsville, Mass.*	41 Hepburn Hall
* George Thomas Whitmore, Jr.	*s*	*Mogadore, Ohio*	K. D. R. House
* Robert Holzer Whitney	*s*	*Bridgeport, Ct.*	15 Hepburn Hall
* Hubert Watson Williams	*s*	*New Britain, Ct.*	50 Hepburn Hall
* John Harold Wright	*s*	*Shoreham*	14 Painter Hall
* Durward Scott Yates	*s*	*Glen Ridge, N. J.*	26 Hepburn Hall

THE WOMEN'S COLLEGE

IN CONNECTION WITH MIDDLEBURY COLLEGE

ELEANOR SYBIL ROSS, Dean

IN 1883 Middlebury College opened its doors to women, and offered to them the same courses and privileges afforded to men. In 1902 a charter was granted for an affiliated College for Women, and steps have been taken toward two coördinate institutions, one for men and one for women, as fast as resources have allowed. It is believed that both men and women are better for the distinct social life of separate colleges, but that the greater economy in administration and instruction when the education of both sexes is conducted under the same corporate management and by the same Faculty justifies affiliated institutions in the same locality.

The President and Fellows of Middlebury College exercise full supervision and control of the Women's College. They are authorized to receive gifts for scholarships and professorships for the benefit of women students, for buildings for women, and for the general purposes of the Women's College. Bequests, legacies, and gifts for the education of women in connection with Middlebury College should be made payable to "The President and Fellows of Middlebury College."

The requirements for admission to the Women's College are the same as those for men. Women are taught by the same Faculty as men, and enjoy the same privileges in the Library and Laboratories. All courses of instruction are open to them, and they have equal opportunities in every department of the College. They are accorded the degree of A.B. or B.S. upon graduation, and may attain the degree of A.M. or M.S.

Pearsons Hall, completed in 1911 with a portion of the D. K. Pearsons Fund of $100,000, accommodates, with Battell, Hillside and Hillcrest Cottages, about one hundred and forty women. The College will provide residence for women, except where special permission is obtained to reside elsewhere.

STUDENTS

GRADUATE STUDENT

Barbara Harriet Smith, '13		*Waterbury, Ct.*

SENIORS: CLASS OF 1919

Gertrude Rhua Burditt	*a*	*Pittsford Mills*	22 Pearsons Hall
Mildred Henrietta Cady	*a*	*Middlebury*	15 So. Pleasant St.
Ruth Emery Cann	*a*	*Waterbury, Ct.*	2 B. Pearsons Hall
Ruth Elizabeth Clark	*a*	*Rutland*	4 Pearsons Hall
Ruth Marion Clough	*a*	*Plattsburg, N. Y.*	6 Pearsons Hall
Hazel Elizabeth Coburn	*s*	*Littleton, N. H.*	26 Pearsons Hall
Sylvia May Derry	*a*	*Putney*	27 Pearsons Hall
Marguerite Dyer	*a*	*Middlebury*	7 Pleasant St.
Laura Mary Fales	*a*	*Detroit, Mich.*	1 B. Pearsons Hall
Ella Florence Fellowes	*a*	*Exeter, N. H.*	4 Pearsons Hall
Hazel Florence Grover	*s*	*Middletown Springs*	36 Pearsons Hall
Madeline Esther Halford	*a*	*Pittsfield, Mass.*	2 Hillcrest Cottage
Josephine Hall	*a*	*New Haven, Ct.*	41 Pearsons Hall
Louetta Augusta Haynes	*a*	*Hardwick*	31 Pearsons Hall
Ruth Gertrude Holland	*a*	*Shrewsbury, Mass.*	1 B. Pearsons Hall
Mabel Louise Hoyt	*a*	*Oneonta, N. Y.*	29 Pearsons Hall
Dorothy Mabel Hutchinson	*s*	*Auburn, Me.*	20 Pearsons Hall
Margaret Shay Jeffords	*a*	*Chelsea*	26 Pearsons Hall
Elizabeth Greenleaf Johnson	*s*	*Newburyport, Mass.*	37 Pearsons Hall
Eleanor Garretson Layton	*s*	*New York, N. Y.*	28 Pearsons Hall
Mildred Martin	*a*	*Middlebury*	60 Pleasant St.
Dorothy Nash	*s*	*Webster, Mass.*	32 Pearsons Hall
Anna Lucia Novak	*a*	*Middlebury*	71 Main St.
Helen Vivian Paine	*a*	*Worcester, Mass.*	31 Pearsons Hall
Sylvia Teresa Pastene	*a*	*Cornwall*	30 Pearsons Hall
Gertrude Agnes Perkins	*s*	*Hardwick*	6 Franklin St.
Ethel Frances Putnam	*a*	*Webster, Mass.*	29 Pearsons Hall
Thelma Ruth Putnam	*s*	*Springfield*	27 Pearsons Hall

Dorothea Este Reynolds	*a*	*Rutland*	2 Hillcrest Cottage
Lewmina Rickert	*a*	*Barre*	2 B. Pearsons Hall
Mabel Pauline Rising	*a*	*Brandon*	3 Weybridge St.
Nellie Margaret Roberts	*s*	*West Pawlet*	3 B. Pearsons Hall
Barbara Russell	*a*	*Rutland*	2 Pearsons Hall
Delsey Ruth Severy	*s*	*Brandon*	2 Hillside Cottage
Helen Sophia Bullard Stilphen	*s*	*Swanton*	30 Pearsons Hall
Marion Elizabeth Swan	*a*	*Glens Falls, N. Y.*	20 Pearsons Hall
Alice Drew Tomlinson	*a*	*Woodbridge, Ct.*	2 Pearsons Hall
Priscilla Eleanor Wood	*a*	*Fair Haven*	23 Pearsons Hall

JUNIORS: CLASS OF 1920

Ida Buena Anderson	*a*	*Cornish, N. H.*	10 Battell Cottage
Mary Edith Bliss	*a*	*Cornwall*	Middlebury R.D.1
Ruby Evelyn Bruffee	*s*	*So. Royalston, Mass.*	10 Pearsons Hall
Ruth Alice Cambridge	*s*	*Somerville, Mass.*	25 Pearsons Hall
Catherine Mary Carrigan	*a*	*Brandon*	Battell Block
Helen Lynch Clark	*a*	*Ferrisburg*	4 Battell Cottage
Estelle Julia Foote	*a*	*Cornwall*	24 Pearsons Hall
Gertrude Grace Graves	*a*	*Walpole, N. H.*	39 Pearsons Hall
Marie Veronica Henrichon	*a*	*Rutland*	4 Battell Cottage
Elsa Emelia Holmstrom	*a*	*Worcester, Mass.*	21 Battell Cottage
Mildred Harriett Hubbard	*s*	*Walpole, N. H.*	38 Pearsons Hall
Ruth Mary Joslin	*a*	*Waitsfield*	38 Pearsons Hall
Fannie Esther Lincoln	*s*	*Concord, N. H.*	22 Pearsons Hall
Anna Pauline Locklin	*a*	*Richford*	24 Pearsons Hall
Emily Millard	*a*	*Tarrytown, N. Y.*	35 Pearsons Hall
Florence Millard	*a*	*Tarrytown, N. Y.*	35 Pearsons Hall
Gertrude Victoria Moore	*a*	*Alstead, N. H.*	36 Pearsons Hall
Marion Margaret Mullings	*a*	*Bristol*	3 Weybridge St.
Mary Magdalene O'Neil	*a*	*So. Hingham, Mass.*	9 Battell Cottage
Eletta Ella Pease	*a*	*Middlebury*	37 Pleasant St.
Madine Johnson Rogers	*a*	*Barre*	21 PearsonsHall
Mary Louise Smith	*a*	*Middlebury*	5 College St.
Faustine Charlotte Thomas	*a*	*North Adams, Mass.*	9 Battell Cottage
Addie Lorette Thompson	*a*	*Weybridge*	10 Pearsons Hall
Ethel Wells	*s*	*Berlin, N. Y.*	21 Pearsons Hall
Alice Ward Wilson	*a*	*Bristol*	28 Pearsons Hall

SOPHOMORES: CLASS OF 1921

Ruth Louise Adams	*s*	*Randolph*	40 Pearsons Hall
Ruth Lindley Ashworth	*s*	*Worcester, Mass.*	3 Hillside Cottage
Isabel Dora Bardwell	*s*	*Belchertown, Mass.*	34 Pearsons Hall
Edith Jane Best	*a*	*Walpole, N. H.*	1 Pearsons Hall
Dorothy Deane Bliss	*a*	*Cornwall*	Middlebury,R.D.1
Rita Lodoska Bole	*a*	*East Hardwick*	19 Battell Cottage
Gertrude Minnetta Bryant	*a*	*W. Brookfield, Mass.*	13 Battell Cottage
Esther Ingeborg Carlson	*a*	*Proctor*	14 Battell Cottage
Mildred Violetta Cole	*a*	*Bloomingdale, N. Y.*	39 Pearsons Hall
Elizabeth Marguerite Conlon	*a*	*Cornwall*	4 Weybridge St.
Harriet Leah Corkran	*a*	*Fort Edward, N. Y.*	15 So. Pleasant St.
Alice Mary Corttis	*a*	*N. Grosvenor Dale Ct.*	11 Pearsons Hall
Edith Marie Cowles	*a*	*Derby Line*	32 Pearsons Hall
Margaret Brennan Hassett	*a*	*Lee, Mass.*	23 Battell Cottage
Helen Margaret Hogan	*a*	*Waterbury, Ct.*	7 Battell Cottage
Mildred Evelyn Jenkins	*s*	*Fair Haven*	9 Pearsons Hall
Ruth Burbeck Johnson	*s*	*Montpelier*	11 Pearsons Hall
Marie Anna Kilbride	*a*	*Waterbury, Ct.*	12 Battell Cottage
Grace Evelyn Kingsley	*s*	*Canaan*	17 Battell Cottage
Florence Harris Langley	*a*	*Waterbury, Ct.*	34 Pearsons Hall
Kathryn Marjorie Mara	*a*	*Passaic, N. J.*	7 Battell Cottage
Elizabeth Dorothy Novak	*a*	*Middlebury*	71 Main St.
Carleta A. Ottman	*s*	*Schenectady, N. Y.*	12 Pearsons Hall
Emma Schaefer	*s*	*New Britain, Ct.*	3 Hillside Cottage
Angeline Marion Simpson	*a*	*Rutland*	12 Pearsons Hall
Lucy Melvina Stearns	*a*	*South Royalton*	3 Weybridge St.
Janet McLean Taylor	*s*	*Mexico, N. Y.*	37 Pearsons Hall
Dorothea Farnham Whitney	*a*	*South Sudbury, Mass.*	20 Battell Cottage
Frances Lee Wiley	*a*	*Waltham, Mass.*	1 Pearsons Hall

FRESHMEN: CLASS OF 1922

Ruth Anna Aldrich	*a*	*Derby Line*	4 Hillside Cottage
Doris Ashworth	*a*	*Leicester, Mass.*	5 Hillside Cottage
Fanny Barnes	*s*	*Plattsburg, N. Y.*	6 Hillcrest Cottage
Cleora Frances Barney	*s*	*Thompsonville, Ct.*	22 Battell Cottage
Margaret Irene Billings	*s*	*Walpole, Mass.*	7 Hillside Cottage

Katharine Burrage	*a*	*Middlebury*	3 Storrs Avenue
Lucy Isabella Calhoun	*a*	*Middlebury*	22 South St.
Karen Elizabeth Carlson	*a*	*Peacham*	3 Hillcrest Cottage
Hazel Genevieve Chase	*a*	*Brattleboro*	47 Pearsons Hall
Mary Priscilla Chase	*a*	*Rumford, R. I.*	10 Hillcrest Cottage
Bernice Katharine Clapp	*a*	*Richford*	11 Battell Cottage
Carolyn Cole	*a*	*Williamstown, Mass.*	9 Hillcrest Cottage
Ruth Eliza Coolidge	*a*	*Bellows Falls*	25 Pearsons Hall
Marion Hill Crathern	*a*	*Bennington*	4 Hillcrest Cottage
Lillian Johnson Deans	*a*	*North Adams, Mass.*	6 Pearsons Hall
Margarett Caroline Dickinson	*a*	*Amherst, Mass.*	48 Pearsons Hall
Dorothy Douglas	*a*	*Quincy, Ill.*	16 Battell Cottage
Beatrice Florence Dumas	*a*	*Middlebury*	11 College St.
Rena Claire Dumas	*a*	*Middlebury*	12 College St.
Kathryn Helen Finnegan	*a*	*Worcester, Mass.*	18 Battell Cottage
Prudence Hopkins Fish	*a*	*Vergennes*	9 Hillcrest Cottage
Madeleine Irene Gaylor	*s*	*Cliftondale, Mass.*	5 Battell Cottage
Gertrude Louise Gibbons	*a*	*Salisbury, Mass.*	42 Pearsons Hall
Amy Ella Goodell	*s*	*West Dummerston*	47 Pearsons Hall
Hilda Hull Grisbrook	*a*	*Newtown, Ct.*	8 Battell Cottage
Carolyne Smith Hayward	*s*	*North Troy*	5 Battell Cottage
Eveline Roberts Houghton	*a*	*Wallingford*	6 Franklin St.
Margaret Bell Jenkins	*s*	*Waterbury, Ct.*	4 Hillside Cottage
Ida Louise Jennings	*a*	*Green's Farms Ct.*	22 Battell Cottage
Adele Sabra Jones	*a*	*Swanton*	42 Pearsons Hall
Janet Keach	*a*	*Salisbury*	11 College St.
Mary Elizabeth Kerr	*s*	*Putney*	10 Hillside Cottage
Helen Marguerite Kilbride	*a*	*Waterbury, Ct.*	2 Battell Cottage
Alice May Kirkpatrick	*s*	*N. Leominster, Mass.*	7 Hillcrest Cottage
Alice Evelyn Ladd	*a*	*West Woodstock*	3 Battell Cottage
Ona Mabel Ladd	*a*	*Randolph*	40 Pearsons Hall
Anne Augusta Littlefield	*a*	*Newburyport, Mass.*	8 Hillcrest Cottage
Ruth Lillie McArthur	*s*	*Glens Falls, N. Y.*	9 Hillside Cottage
Madeline Nicholson McDonald	*a*	*Barre*	8 Hillside Cottage
Dorothy Helen Mackay	*a*	*South Peacham*	3 Battell Cottage
Frances Mary McNamara	*a*	*Fair Haven*	48 Pearsons Hall
Mary Elizabeth McNamara	*a*	*Fair Haven*	48 Pearsons Hall

Mildred Frances Monroe	*a*	*Bristol*	Middlebury R.D.1
Grace Elizabeth Monty	*a*	*Hudson Falls, N. Y.*	7 Hillcrest Cottage
Ruth Almira Moulton	*a*	*Derby*	8 Battell Cottage
Doris Marguerite Pinney	*s*	*Dalton, Mass.*	45 Pearsons Hall
Florinne Blanche Pratt	*a*	*Middlebury*	28 College St.
Aimee Adora Putnam	*s*	*Greenfield, Mass.*	46 Pearsons Hall
Maybelle Eliza Norma Rice	*s*	*Seward, Alaska*	10 Hillcrest Cottage
Kathryn Julia Rogers	*a*	*Barre*	6 Hillside Cottage
Alice Anne Ryan	*s*	*Fair Haven*	9 Pearsons Hall
Alice Genevieve St. Pierre	*a*	*Brandon*	3 Weybridge St.
Mary Jane Sanderson	*a*	*Windsor*	45 Pearsons Hall
Elsie Sophia Scott	*s*	*Greenfield, Mass.*	7 Hillside Cottage
Harriet Adelia Scott	*a*	*Medford, Mass.*	9 Hillside Cottage
Edith Putnam Sibley	*a*	*Bennington*	15 Battell Cottage
Alice Curtis Sniffen	*a*	*Hampton, Va.*	46 Pearsons Hall
Elizabeth Spencer	*a*	*Brattleboro*	8 Hillcrest Cottage
Julia Bernadine Sullivan	*a*	*Waterbury, Ct.*	3 Hillcrest Cottage
Edith Helen Tallmadge	*s*	*Albany, N. Y.*	33 Pearsons Hall
Marion Elizabeth Tilden	*a*	*Barre*	8 Hillside Cottage
Edith Rosalind Webster	*a*	*Litchfield, Ct.*	5 Hillcrest Cottage
Marion Ellen Willey	*a*	*Barre*	6 Hillside Cottage
Lila Evetta Winchester	*a*	*Pawlet*	5 Hillcrest Cottage
Hilda Elizabeth Woodruff	*a*	*Middlebury*	123 South Main St.
Ella Bascom Wright	*a*	*Deerfield, Mass.*	4 Hillcrest Cottage

SUMMER SESSION STUDENTS

1918

(E) — *English;* (F) — *French;* (I) — *Italian;*
(M) — *Music;* (S) — *Spanish*

Lula G. Adams, Ph.B. (Wesleyan), West Newton, Mass. (S).
Ida B. Alfred, A.B. (Mt. Holyoke), Hartford, Conn. (S).
Amalie L. Althaus, A.B. (Barnard), A.M. (Columbia), New York City. (S).
Helen Atwood, A.B. (Goucher), Baltimore, Md. (F).
Helen W. Auger, Jamaica, N. Y. (M).
Maude R. Babcock, Ph.B. (Cornell), Brooklyn, N. Y. (S).
May M. Badger, Portsmouth, N. H. (S).
Myra A. Bagley, A.B. (Middlebury), Greenfield, Mass. (F).
Elizabeth J. Baldwin, Middlebury, Vt. (E)
Clara E. Bardenheuer, A.B. (Columbia), College Point, N. Y. (S).
Tessie Barrows, A.B. (Barnard), New York City. (S).
Clare R. Bass, Ph.B., A.M. (Brown), Willimantic, Conn. (F).
Helen Beals, Worcester, Mass. (F).
Mildred A. Beals, Lowell, Mass. (S).
Lucienne Béchard, Oswego, N. Y. (F).
Helen N. Bell, A.B., A.M. (Brown), Bristol, R. I. (F).
Esther M. Benjamin, A.B. (Bates), Riverhead, L. I. (F).
Yvonne G. Bergeron, Warren, R. I. (S).
Gertrude M. Billings, Middlebury, Vt. (E).
Hope E. Billings, Ripton, Vt. (E)
Lilla R. Birge, A.B. (Brown), A.M. (Boston University), East Orange, N. J. (S).
Frances Bischoff, A.B. (Mt. Holyoke), East Orange, N. J. (S).
Bertha Blodgett, A.B. (Wellesley), West Boylston, Mass. (S).
Sara L. Blumgarten, A.B. (Barnard), New York City. (S).
Sophia L. Bodler, Ph.B. (University of Chicago), A.M. (Columbia), Germania, Pa. (S).
Manuel O. Bolivar, Middlebury, Vt. (E)

Martha H. Bolton, Troy, N. Y. (F).
Edith H. Bradford, A.B. (Tufts), West Somerville, Mass. (F).
Clara Brandeis, New York City. (S).
Ruth R. Brennan, B.S. (Columbia), Yonkers, N. Y. (S).
Elizabeth C. Bridge, Glenridge, N. J. (S).
Genevieve L. Brooke, B.S. (N. Y. State Teachers' College), Schenectady, N. Y. (F).
Ethel E. Brown, A.B. (Toronto), A.M. (Columbia), Forest Hills, L. I. (S).
Mina M. Brown, Allston, Mass. (S).
Elizabeth E. M. Bruning, A.B. (Barnard), Brooklyn, N. Y. (S).
Helen I. Buck, A.B. (Mt. Holyoke), Manchester, N. H. (S).
Ellen T. Burke, A.B. (Cornell), Buffalo, N. Y. (S).
Ella A. Busch, A.B. (Missouri), A.M. (Columbia), New York City. (S).
Florence I. Calder, A.B. (Boston University), Worcester, Mass. (S).
Margaret V. Cameron, A.B. (Adelphi), Brooklyn, N. Y. (S).
William R. Canty, Rutland, Vt. (E).
Karen E. Carlson, Peacham, Vt. (M).
Therese Cassel, A.B. (Barnard), New York City. (S).
Ruth P. Clark, New London, Conn. (S).
Elsa S. Conradi, Baltimore, Md. (S).
Amey J. Cook, Ph.B., (Brown), Woonsocket, R. I. (S).
Clarissa I. Cooledge, Middlebury, Vt. (E).
Alice F. Corell, Buffalo, N. Y. (F).
Nellie J. Crocker, B.S., M.A. (Columbia), New York City. (S).
Mildred L. Cross, A.B. (Syracuse), Saratoga, N. Y. (F).
Edna F. Currier, A.B. (Mt. Holyoke), Concord, Mass. (F).
Earl L. Cushman, A.B. (Middlebury), Brooklyn, N. Y. (F).
Hilda L. Davis, A.B. (Mt. Holyoke), Manchester, N. H. (S).
Marion A. Dean, A.B. (Middlebury), North Pownal, Vt. (F).
Jennie L. Deming, A.B. (Cornell), Elizabethtown, N. Y. (F).
Marie Dilger, Jamaica, N. Y. (S).
Helen B. Dorrity, A.B. (Boston University), Hingham, Mass. (S).
Edward H. Dorsey, Ludlow, Vt. (E).
Ella I. Drake, A.B. (Middlebury), Moira, N. Y. (S).
Katherine Duffy, B.S. (New York University), Woodhaven, L. I. (S).
Leonora S. Duhl, A.B. (Elmira College), Elmira, N. Y. (S).
Rena C. Dumas, Middlebury, Vt. (M).
Leta B. Dunford, A.B. (University of Colorado), Johnstown, Pa. (S).
Jessie E. Dyer, Middlebury, Vt. (M).

Marguerite Dyer, Middlebury, Vt. (M).
Louise C. Ehlers, Philadelphia, Pa. (S).
Emma Eichler (Staats-Examen, Germany), New York City. (S).
Corinne D. Eills, Cleveland, Ohio. (S).
Harold D. Ellsworth, Lake George, N. Y. (E).
Ida Erdtmann (Staats-Examen, Germany), Dobbs Ferry, N. Y. (S).
Carrie M. Everts, Salisbury, Vt. (E).
Pearle E. Farnham, Shoreham, Vt. (E).
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SUMMARY

SUMMARY BY CLASSES

	Men	*Women*	*Total*
Graduate Student	0	1	1
Seniors	18	38	56
Juniors	38	26	64
Sophomores	31	29	60
Freshmen	73	66	139
	160	160	320
S. A. T. C.*			298
Summer Session			222
Total			840
Counted Twice			114
Net Total			726

CLASSIFICATION BY COURSES

UNDERGRADUATES ONLY

Men	*Candidates for A.B.*	*Candidates for B.S.*
Seniors	6	12
Juniors	15	23
Sophomores	7	24
Freshmen	8	65
Women		
Seniors	27	11
Juniors	21	5
Sophomores	20	9
Freshmen	50	16
	154	165

* The S. A. T. C. men are listed in a separate bulletin.

GEOGRAPHICAL DISTRIBUTION

UNDERGRADUATES ONLY

	Men	*Women*	*Total*
Vermont	70	82	152
Massachusetts	22	32	54
New York	23	15	38
Connecticut	19	15	34
New Jersey	12	1	13
New Hampshire	1	8	9
Maine	3	1	4
Ohio	3	0	3
Illinois	1	1	2
Wisconsin	2	0	2
Michigan	0	1	1
Pennsylvania	1	0	1
Rhode Island	0	1	1
South Carolina	1	0	1
Virginia	0	1	1
Canada	2	0	2
Alaska	0	1	1
	160	159	319

COLLEGE CALENDAR

As a result of war conditions, the college calendar for 1918–19 was arranged on the basis of three terms.

1918

SEPTEMBER 16.	*Monday*, 8 *a.m.* Beginning of first term.
SEPTEMBER 16 to SEPTEMBER 18.	*Monday to Wednesday.* Registration Days.
SEPTEMBER 19.	*Thursday*, 9 *a.m.* Opening exercises in the College Chapel. Recitations begin.
OCTOBER 1.	*Tuesday.* Establishment of the Students' Army Training Corps.
NOVEMBER 1.	*Friday.* Charter Day.
NOVEMBER 28.	*Thursday.* Thanksgiving Day.
DECEMBER 16 to DECEMBER 20.	*Monday to Friday.* First term examinations.
DECEMBER 21. to JANUARY 1, 1919.	*Saturday to Wednesday.* Christmas Recess.
JANUARY 2.	*Thursday.* Beginning of second term.
FEBRUARY 22.	*Saturday.* Washington's Birthday.
MARCH 11.	*Tuesday.* Mid-winter meeting of the Phi Beta Kappa Society.
MARCH 17 to MARCH 21.	*Monday to Friday.* Second term examinations.
MARCH 22 to MARCH 31.	*Saturday to Monday.* Spring Recess.
APRIL 1	*Tuesday.* Beginning of third term.
MAY 1 to MAY 3.	*Thursday to Saturday.* Junior Week.
MAY 30.	*Friday.* Memorial Day.

June 16 to June 20.	*Monday to Friday.* Final examinations.
June 21.	*Saturday.* Class Day. Alumni Day. June Meeting of the Phi Beta Kappa Society.
June 22.	*Sunday.* Commencement Sunday.
June 23.	*Monday.* Commencement Day.
July 1 to August 16.	Summer Session.
September 15.	*Monday.* College year begins.
September 18.	*Thursday.* Opening exercises in the Mead Memorial Chapel. Recitations begin.
December 19 to January 5, 1920.	Christmas Recess.
February 7.	*Saturday.* End of first semester.
February 9.	*Monday.* Beginning of second semester.

INDEX

ADMISSION, 16–40, 105, 113, 114.
to A. B. and B. S. Courses, 16–40.
to Advanced Standing, 39.
to Graduate Study, 113, 114.
to Summer Session, 105.
Definition of Points, 18–33.
Aid for Students, 136–139.
Alumni, Associated, 140.
Alumni and Alumnae Associations, 140–141.
Appointments and Awards, 145.
Appointments, Honorary, 118.
Assignment of Rooms, 133.
Athletic Field, The Porter, 128.

BATTELL Cottage, 134.
Beneficent Funds, 136–138.
Bequests, Forms for, 142.
Bible Study, 50, 71.
Biology, Department of, 51–54.

CALENDAR, The, 167–168.
Catalogue, The General, 139–140.
Chapel, The Mead Memorial, 129–130.
Charter, The, 3–7.
Chemistry, Department of, 54–58.
Hall of, 124, 125.
Commons, Hepburn, 131–132.
Corporation, The, 8.
Committees of, 9.
Curriculum, The, 41–49.

DEGREES Conferred, 120, 143, 144.
Degrees in Course, 41, 113, 114.
Departments and Courses, 50–99.
Drawing and Surveying Department of, 57.

ECONOMICS and Social Science, Department of, 58–60.
Engineering, 112.
English, Department of, 60–63.
Enrollment, 114–115.
Expenses, 134–135.

FACULTY and Officers, 10–13.
Faculty, Committees of, 14.
Fees for Admission to Advanced Standing, 39.
for Degree of Master of Arts or of Science, 114.
for Laboratory Work, 134–135.
Fine Arts, Department of, 63–64.

GEOLOGY, Department of, 64.
German, Department of, 64–66.
Graduation, Requirements for, 46–47.
Graduate Work, 113–114.
Greek, Department of, 66–68.
Gymnasium, The McCullough, 126–127.

HALLS of Residence, 131–134.
for Men, 131–133.
for Women, 134.
Health Measures, 47.
Hepburn Hall, 131–132.

Herbarium, The, 126.
Hillcrest Cottage, 134.
Hillside Cottage, 134.
History, Department of, 69–72.
Home Economics, Department of, 72–74.
Honors, Special, 119–120.

INSTRUCTION, Departments and Courses of, 50–99.

KELLOGG prize, 122.

LATIN, Department of, 74–78.
Legislative Action, 107, 138, 139.
Library, The Egbert Starr, 122–123.
Location, 110.

MASTER of Arts, Degree of, 105, 113–114.
Master of Science, Degree of, 105, 113–114.
Mathematics, Department of, 78–80.
Military Science and Tactics, Department of, 81.
Modern Language Schools, 104.
Museum of Natural History 126.
Music, Department of, 81–83.
Music School, 104–105.

NEEDS of the College, 142.

OFFICES, College, 128–129.

PAINTER, Hall, 132.
Pearsons Hall, 134.
Pedagogy, Department of, 83–86.
Phi Beta Kappa Society, 120.
Philosophy, Department of, 87–88.
Physical Education, 127.
Department of, 88–91.
Physics, Department of, 91–93.
Political Science, Department of, 94–96.
Porter Field, 128.
Porter Hospital, 109.
Preachers, College, 15.
President, The, and Fellows, 8.
Prizes, 120–122.
Proctor Fund, 130.
Public Funds, Trustees of, 9.

READING Rooms, 122–123.
Recitation Requirements, 45–46.
Record of Scholarship, 115–116.
Registration, 48.
Religious Services, 130.
Romance Languages, Department of, 96–99.

SCHOLARSHIPS, 136–139.
State, 138–139.
Self-help, 136.
Service List, 144.
Starr Hall, 132–133.
Students' Army Training Corps, 112–113.
Students, List of, 146–150, 153–157.
Summaries of, 165–166.
Summer Session, The, 100–106.
Students of, 158–164.

TUITION, 135.

WARNER Science Hall, 123–124.
Women's College, The, 151–157.

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